



**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2013-2014 ACTIVITY**

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

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**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2013-2014 ACTIVITY**  
**EXECUTIVE SUMMARY**

### **Entry-Level Assessment**

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 45 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 26% of first-time degree/certificate-seeking students entering TCC in fall 2013 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 81% (89% for full-time and 65% for part-time students), whereas developmental students persisted at a rate of 69% (78% for full-time and 61% for part-time students). The difference was similar for fall-to-fall persistence, with college-ready students persisting at a rate of 57% (64% for full-time and 42% for part-time students) and developmental students persisting at a rate of 44% (53% for full-time and 37% for part-time students). Persistence rates were even lower for students who placed into multiple developmental areas (42% of all students in the cohort), as they persisted from fall-to-spring at an overall rate of 65% (73% for full-time students and 59% for part-time students) and from fall-to-fall at a rate of 38% (45% for full-time and 34% for part-time students).

Seventy percent of fall 2013 first-time degree/certificate-seeking students at TCC placed at the college reading level, meaning 30% of these students tested into developmental reading courses. In particular, 17% of the entire fall 2013 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, 72% earned a C or better in the course (representing 58% of all the students testing one level below college-level reading). The 72% earning a C or better in the course within their first year was higher than the 68% in the prior year. Additionally, 28% 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 14% 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 the same as the percentage in the prior year.

Sixty percent of first-time degree/certificate-seeking students scored at the college level in English/writing. The remaining 40% placed in developmental writing, with 22% of the cohort in ENGL 0933 – Writing II, one level below ENGL 1113 – Composition I, and 18% in ENGL 0923 – Writing I, two levels below Composition I. Of the students testing into Writing II, 67% enrolled in the course during their first year, and 58% of those students earned a C or better in the course (which was slightly lower than the 62% in the prior year). This reflected 39% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 38% 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, 55% succeeded with a C or better, which was higher than the 47% reported for 2012-2013. The number of students earning a C or better in Writing I represented 21% of all students testing into that course.

A little over one-quarter of first-time degree/certificate-seeking students (29%) placed in college-level math, with the remaining 71% testing into developmental math. Of the entire cohort, 5% placed one level below college level in MATH 0123 – Intermediate Algebra, 27% placed two levels below college level in MATH 0013 – Beginning Algebra, and 39% placed three levels below college level in MATH 0003 – Basic Mathematics. Results for developmental math indicate that 77% 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, 69% succeeded with a C or better, compared to 68% the previous year; thus, 53% 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-two 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, 62% succeeded with a C or better, compared to 56% the previous year (representing 51% of all students testing two levels below college-level math). Lastly, 55% of students testing three levels below college-level math (i.e., into MATH 0003 – Basic Mathematics) enrolled in either MATH 0003 or MATH 0055 in their first year. Of those students, 53% succeeded with a C or better, down from 57% in the previous year; thus, 29% 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**

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 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 student’s 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, ensure that TCC

graduates have skills, knowledge, and attitudes that will carry them successfully through their work and their personal lives. Goal 1 (Critical Thinking) is linked to student learning outcomes (SLOs) in 74 courses or programs, Goal 2 (Effective Communication) is linked to SLOs in 61 courses or programs, Goal 3 (Engaged Learning) is linked to SLOs in 49 courses or programs, and Goal 4 (Technological Proficiency) is linked to SLOs in 53 courses or programs. The total number of linkages between program and general education goals increased in 2013-2014 over the previous year from 211 to 237, an increase of 26 linkages.

In 2013-2014, faculty revised TCC's general education goals to include communication skills, critical thinking, empirical skills, teamwork, personal responsibility, and social responsibility. These new goals were approved by TCC's Academic Council, to be effective beginning in fall 2014. The new general education goals have been incorporated into TCC's 2014-2015 catalog and are posted on TCC's website.

### **Program Outcomes Assessment**

The 2013-2014 academic year included the third full-year cycle since the current ongoing program and student learning outcomes assessment plan was implemented college-wide at TCC. 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. Program and discipline faculty design, administer, and interpret their assessment activities with assistance provided as needed by the Dean of Academic Assessment and 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 degree plans by the Curriculum Committee; faculty-designed instructional changes; action by the Academic Council for inter-divisional changes or other responses to be specified.

The Planning and Institutional Research department pursues an annual research agenda to support program evaluation for projects such as Completing the Dream, diversity events, and study abroad. These studies support TCC's commitment to continuous improvement and the high priority TCC places on student success.

### **Student Satisfaction Assessment**

During the 2013-2014 academic year, 2,065 TCC students applying for graduation completed an Exit Survey. Results revealed that the vast majority of students agree or strongly agree that their experiences at TCC contributed to their knowledge, skills, and personal development in various areas. Additionally, TCC's Planning and Institutional Research department mailed the College's annual Alumni Survey to all students who completed a certificate or degree program in the prior academic year. The Alumni Survey measured the general satisfaction that alumni had with their educational experiences while at TCC. A total of 266 out of 2,529 graduates from 2012-2013 completed the survey, with 81% indicating that they would be likely or very likely to attend TCC again, if they were to begin their higher education career again. When asked to rate how well

TCC had prepared them to continue their education, 33% reported that they were prepared exceptionally well by TCC, and an additional 60% indicated that they were adequately to better than adequately prepared.

In spring 2013, TCC participated in the Community College Survey of Student Engagement (*CCSSE*). Although the survey is not a satisfaction instrument, *CCSSE*'s five benchmark scores represent areas of student engagement that research has shown to be important in quality educational practice. The five benchmarks are Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. TCC's scores from spring 2013 were lower than the means of other participating colleges on all five benchmarks. The College administers the *CCSSE* biennially and it will be conducted again in spring 2015. Of particular interest will be determining whether any of TCC's efforts since spring 2013 have resulted in higher levels of student engagement.

## TULSA COMMUNITY COLLEGE

### ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY (2013-14)

#### 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 45 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 take Compass in Braille, via audio recording, or in its paper-and-pencil version.

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 2013-2014 entry-level assessment?**

Twenty-six percent of all fall 2013 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, 30% of first-time students placed in developmental reading (17% one level below and 13% two levels below college level), 40% placed in developmental English (22% one level below and 18% two levels below college level), and 71% placed in developmental math (5% one level below, 27% two levels below, and 39% 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 (69% versus 81%) and from fall-to-second fall (44% compared to 57%). Additionally, persistence rates were tracked for students who placed into multiple developmental areas (42% of all students in the cohort). These students persisted at the lowest rates, with an overall fall-to-spring persistence rate of 65% and a fall-to-fall rate of 38%.

### **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, 72% earned a C or better in the course (representing 58% of all the students testing one level below college-level reading). The 72% earning a C or better in the course within their first year was higher than the 68% in the prior year. Additionally, 28% 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 14% 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 the same as the percentage in the prior year.

Results for developmental English/writing indicated that, of the students testing into Writing II, 67% enrolled in the course during their first year, and 58% of those students earned a C or better in the course (which was slightly lower than the prior year). This reflected 39% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 38% 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, 55% succeeded with a C or better, which was higher than the 47% reported for 2012-2013. The number of students earning a C or better in Writing I represented 21% of all students testing into that course.



Results for developmental math indicate that 77% 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, 69% succeeded with a C or better, compared to 68% the previous year; thus, 53% 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-two 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, 62% succeeded with a C or better, compared to 56% the previous year (representing 51% of all students testing two levels below college-level math). Lastly, 55% of students testing three levels below college-level math (i.e., into MATH 0003 – Basic Mathematics) enrolled in either MATH 0003 or MATH 0055 in their first year. Of those students, 53% succeeded with a C or better, down from 57% in the previous year; thus, 29% 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?**

In 2013-2014, TCC's developmental reading faculty piloted a test preparation and Compass retest intervention for their students. The pilot involved working with students in ENGL 0903 – Reading I and ENGL 0913 – Reading II on the first day of class to explain the importance of the placement test and to provide them with test-taking strategies. Students then took the Compass Reading test again during their second class period, with the primary outcome of interest being how many students moved up at least one level in reading.

In addition, the 2013-2014 academic year was the inaugural year of TCC's customized version of the national Achieving the Dream initiative, *Completing the Dream*. During 2013-2014, TCC's Planning and Institutional Research department conducted analyses to determine the effectiveness of the three student success innovations 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) 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.
- 3) MathPath – a two-week refresher course created to help students brush up on math skills before the beginning of the fall semester.

**I-8. Describe results.**

Across fall 2013 and spring 2014, a total of 461 developmental reading students participated in the test preparation and retest pilot. Of those 461, 175 (38%) moved up at least one level in reading after retaking the Compass Reading test, with 117 (25%) placing into college-level reading after retaking the test.

The following highlights the analyses conducted for Completing the Dream projects.

**New Student Orientation**

In summer 2013, 1,399 students attended a New Student Orientation and 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 13 of 15 items following orientation. Additionally, students completed a 10-item multiple choice assessment before and after the orientation program. The post-orientation mean number of correct items ( $M = 7.67$ ) was significantly higher than the pre-orientation mean ( $M = 6.77$ ). Moreover, first-time degree- or certificate-seeking students who attended orientation (804 of 988 students = 81%) persisted to their first spring at a significantly higher rate than did those who did not attend orientation (1,522 of 2,279 students = 67%).

**African American Male Mentoring Program**

Since fall 2010, 34 first-time credential-seeking African American male students have participated in the African American Male Student Success Team (AAMSST) mentoring program at TCC in their first fall semester. Combining across cohorts, students participating in the AAMSST program had higher fall-to-spring (88%) and fall-to-fall persistence rates (43%) than first-time degree- or certificate-seeking African American male students who were not in the program and who first enrolled at TCC in the same terms (66% and 32%, respectively).

**MathPath**

In summer and early fall 2013, 73 of the 94 students who enrolled in MathPath attended at least six of the eight class periods and completed both pretest and posttest versions of the Compass Math test. Thirty (41%) of those 73 students moved up at least one level on the Compass Math test after completing MathPath. Since MathPath began in summer 2011, 42% of students who have completed both the pretest and posttest versions of the Compass Math test have moved up at least one level in Math following the refresher course.

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

Several changes are underway at the College. Although not instructional per se, the most significant change regarding entry-level assessment that has occurred is that TCC's Academic Council approved a new policy requiring that all students who test into developmental education take the College's student success course, ENGL 1003 – Academic Strategies. This new requirement went into effect in fall 2013. Additionally, in spring 2014 the College hired an Academic Strategies Coordinator to oversee and manage the course's curriculum, assessment, and other issues related to that particular course.

As a result of the promising results from the developmental reading test preparation and retest pilot, the project was expanded to all sections of developmental reading in fall 2014. Faculty members are currently working with administrators and staff to determine the logistical feasibility of incorporating test preparation and retesting for all developmental students in the future.

Another project underway relates to using students' high school grade point average (GPA) in the College's placement process. Based on national and local institutional research findings demonstrating that high school GPA is a stronger predictor of course success than ACT and Compass test scores, the College is currently exploring the option of piloting a new placement process involving high school GPA. The 2014-2015 academic year will be TCC's first year of participation in the Higher Learning Commission's Academy for Student Persistence and Completion. For its Academy project, the College will focus on improving persistence and completion among developmental education students, beginning with a pilot project to improve course placement procedures.

## 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 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, reinforced, and assessed in multiple educational experiences at multiple points in a student's career. This approach recognizes that student attainment of general education goals is achieved over the course of overall study, and also within academic programs.

In 2013-2014, faculty revised TCC's general education goals to include communication skills, critical thinking, empirical skills, teamwork, personal responsibility, and social responsibility. These new goals were approved by TCC's Academic Council, to be effective beginning in fall 2014. The new general education goals have been incorporated into TCC's 2014-2015 catalog and are posted on TCC's website.

#### **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 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. Courses and programs exhibit a broad range of instruments and assessment strategies that reflect the unique contexts of each discipline or program. Strategies include course examinations, written assignments, and course activities, such as projects, labs, and internships. All students are assessed in the college-level gateway courses for both English and mathematics. Students take a common final examination in MATH 1513 – College Algebra, and students in ENGL 1113 – Composition I write a final essay that is scored according to a common rubric. Assessment results are used to adjust instructional practice, modify the curriculum, and plan faculty development opportunities.

#### **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 and 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. These include review of degree plans by the Curriculum Committee, faculty-developed 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:

ENGL 1113 – Composition I:

- Based on assessment results, the course now includes greater emphasis on reading comprehension and in-class writing skills.
- All sections of ENGL 1113 are now limited to 20 students to enable instructors to devote more time to evaluating student writing and assisting students to achieve learning outcomes.
- The English faculty have aligned student learning outcomes for ENGL 0923 – Writing I, ENGL 0933 – Writing II, ENGL 1113 – Composition I, and ENGL 1213 – Composition II, based on their analysis of assessment results for ENGL 1113.
- English faculty are developing an assessment for ENGL 1213 that aligns with and builds on the analytical and evaluator skills developed in ENGL 1113. The assessment will be implemented as a pilot project in fall 2014 and will be fully implemented in fall 2015.

MATH 0123 – Intermediate Algebra:

- Based on assessment data for MATH 0123, the mathematics faculty agreed to revise the aligned core content for all algebra courses to eliminate gaps and redundancies, achieve college wide consistency and increase student success. The revision process began in spring 2014 and was expanded in fall 2014 to ensure a comprehensive review and revision.

MATH 1513 – College Algebra:

- Based on assessment data indicating that assessment targets are not being met, the mathematics faculty agreed in the last assessment cycle that they need to identify instructional strategies to be implemented college-wide to increase student success in MATH 1513. This project is in progress.

Humanities discipline:

- The Humanities faculty have agreed to contextualize course content and assign reflection papers that require students to connect the information they learn in Humanities courses to their personal experience.

## **Analyses and Findings**

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

Many programs, particularly nationally accredited fields such as nursing and allied health, entail a requirement that students must apply for admission, maintain satisfactory progress, and take a standardized national or regional certification examination upon graduation. The progress of these students is monitored and corrected by advisors and program directors throughout the students' time at TCC.

The Planning and Institutional Research department conducts annual research studies that track student progress. For example, to support the College's Developmental Redesign project, TCC's Complete College America cohort is analyzed annually to determine the number of students who complete their developmental requirements, enroll in a gateway course, successfully complete their gateway courses, and graduate with a certificate or degree in three years. These studies have demonstrated that students who begin their education with developmental coursework complete their certificates and degrees at significantly lower rates than their college-ready peers. The Developmental Redesign project addresses this finding by pursuing its three goals: improve the course placement process, redesign course sequences, and increase student engagement with their educational plans.

TCC annually updates its Tulsa Achieves Scorecard to track college readiness, student success in gateway courses, persistence, rates of transfer to four-year colleges and universities, graduation rates, and volunteer service. These research studies are published on TCC's website and shared internally and externally to inform decisions about program improvement. Compared with their non-Tulsa Achieves peers, Tulsa Achieves students tend to be more college-ready and are more successful in gateway courses. Tulsa Achieves students also exhibit higher fall-to-spring and fall-to-fall persistence rates than their non-Tulsa Achieves peers and they transfer to universities at a higher rate.

### **II-6. What were the analyses and findings from the 2013-14 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, ensure that TCC graduates have skills, knowledge, and attitudes that will carry them successfully through their work and their personal lives.

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.

- **Goal 1** (Critical Thinking) is linked to student learning outcomes (SLOs) in 74 courses or programs. Most programs link their courses to this general education goal.
- **Goal 2** (Effective Communication) is linked to SLOs in 61 courses or programs.
- **Goal 3** (Engaged Learning) is linked to SLOs in 49 courses or programs.
- **Goal 4** (Technological Proficiency) is linked to SLOs in 53 courses or programs.

The following examples indicate the range of TCC's distributed, embedded approach:

- The mathematics faculty administer a common final examination in MATH 0123 – Intermediate Algebra. They revised the college-wide assessment instrument and process based on recent assessment results, to achieve full participation in the assessment process and to yield reliable results. The new instrument and processes were implemented in spring 2014.
- The mathematics faculty administer a common final examination in MATH 1513 – College Algebra. Based on assessment data, the mathematics faculty revised their discipline goals and targets, increasing their expectation for student performance. In the last assessment of MATH 1513, 54% of students scored 70% or better on the assessment instrument. Next year's goal is 60% of students scoring at least 70% on the assessment instrument.
- Based on assessment data, the Speech faculty identified the need to refine their evaluation rubric to create parallel structure of a three-year evaluative rotation including organizational structure and content, delivery, and research and argument. They have also identified the need for norming sessions to enable faculty to apply the new rubric consistently.
- The English faculty require a common final essay in ENGL 1113 – Composition I. A random sample of these essays are scored using a common rubric that faculty are trained to use consistently. In 2013-2014, 19% of the scored essays met the assessment target, instead of the desired 70%. The English faculty have made curriculum changes and provided new faculty development opportunities in response to this finding to increase student success.
- The Humanities faculty found that 90% of their students successfully articulated in an essay the relevance of the humanities.

Some courses and programs use a single assessment strategy to address all four general education goals. For example:

- In the Paralegal program, PLGL 2343 – Advanced Research and Writing, is a required course. In 2013-2014, the PLGL 2343 Course included an assignment that required the students to prepare a Motion for Summary Judgment. These pleadings require that the litigants set forth only those facts that are supported by competent evidence. The fact pattern provided to students included facts which were not supported by the evidence provided to the students. Seventeen of 20 students in the course (85%), most of whom were graduating, met better than 70% of the assignment requirements, including the requirements that the brief identify "all material, relevant legal and factual issues," as well as "set forth relevant rule(s) and applies same to the issues before drawing a conclusion," all while setting forth an argument that is valid and sound. The assignment also required students to utilize online legal research tools

- to identify and submit relevant legal authority, and attach same, as well as the relevant exhibits, to the final brief.
- In ENGL 1003 – Academic Strategies, students are required to use a day planner to organize their academic, professional, and personal obligations. Through this means, faculty have determined from their assessment results in 2013-2014 that their students met the program goal stating that Academic Strategies students will balance school, home, work, and well-being to accomplish personal and academic goals. This goal addresses the primary barrier to persistence that TCC's students experience.



### 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.

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 during 2013-2014. Table 1 below displays the relevant results.

**Table 1. Third-Party Exam Results for TCC Students in 2013-2014.**

| <i>Program Code</i> | <i>Program Name</i> | <i>Exam</i>                           | <i>Exam Type</i>                      | <i>Number Taking Exam</i> | <i>Number Passing Exam</i> | <i>Pass Rate</i> |
|---------------------|---------------------|---------------------------------------|---------------------------------------|---------------------------|----------------------------|------------------|
| 199                 | Aviation            | Private Pilot Written                 | Private Pilot Written                 | 6                         | 6                          | 100%             |
| 199                 | Aviation            | Private Pilot Practical               | Private Pilot Practical               | 4                         | 4                          | 100%             |
| 199                 | Aviation            | Instrument Pilot Written              | Instrument Pilot Written              | 6                         | 5                          | 83%              |
| 199                 | Aviation            | Instrument Pilot Practical            | Instrument Pilot Practical            | 6                         | 5                          | 83%              |
| 199                 | Aviation            | Commercial Pilot Written              | Commercial Pilot Written              | 2                         | 2                          | 100%             |
| 199                 | Aviation            | Commercial Pilot Practical            | Commercial Pilot Practical            | 2                         | 2                          | 100%             |
| 199                 | Aviation            | Multi-Engine Pilot Practical          | Multi-Engine Pilot Practical          | 1                         | 1                          | 100%             |
| 199                 | Aviation            | Certified Flight Instructor Written   | Certified Flight Instructor Written   | 2                         | 2                          | 100%             |
| 199                 | Aviation            | Certified Flight Instructor Practical | Certified Flight Instructor Practical | 2                         | 1                          | 50%              |
| 216                 | Digital Media       | Adobe Certified Associate-Photoshop   | National Industry Certification       | 27                        | 15                         | 56%              |

| <i>Program Code</i> | <i>Program Name</i>                            | <i>Exam</i>   | <i>Exam Type</i>                                 | <i>Number Taking Exam</i> | <i>Number Passing Exam</i> | <i>Pass Rate</i> |
|---------------------|--|---|--|---------------------------|----------------------------|------------------|
| 216                 | Digital Media                                  | Adobe Certified Associate-Flash   | National Industry Certification                  | 6                         | 3                          | 50%              |
| 216                 | Digital Media                                  | Adobe Certified Associate-Dreamweaver                                   | National Industry Certification                  | 5                         | 4                          | 80%              |
| 216                 | Digital Media                                  | Adobe Certified Associate-Premiere                                      | National Industry Certification                  | 4                         | 0                          | 0%               |
| 216                 | Digital Media                                  | Adobe Certified Associate-Illustrator                                   | National Industry Certification                  | 14                        | 11                         | 79%              |
| 216                 | Digital Media                                  | Adobe Certified Associate-InDesign                                      | National Industry Certification                  | 4                         | 3                          | 75%              |
| 231                 | Pharmacy Technology                            | Pharmacy Technician Certification                                       | National Industry Certification                  | 35                        | 28                         | 80%              |
| 101                 | Physical Therapy Assistant                     | National Physical Therapy Exam (NPTE)                                   | National Licensure and Certification Examination | 23                        | 21                         | 91%              |
| 159                 | Health Information Technology Associate Degree | Certification Examination for Registered Health Information Technicians | Registration (RHIT)                              | 14                        | 12                         | 86%              |
| 164                 | Occupational Therapy Assistant                 | National Board for Certification in Occupational Therapy                | National Industry Certification                  | 17                        | 17                         | 100%             |

| <i>Program Code</i> | <i>Program Name</i>   | <i>Exam</i>  | <i>Exam Type</i>                | <i>Number Taking Exam</i> | <i>Number Passing Exam</i> | <i>Pass Rate</i> |
|---------------------|-----------------------|--|---------------------------------|---------------------------|----------------------------|------------------|
| 73                  | Respiratory Care      | Certified Respiratory Therapist Exam                 | National Industry Certification | 17                        | 17                         | 100%             |
| 70                  | Radiography           | American Registry of Radiologic Technologists (ARRT) | Radiography                     | 23                        | 20                         | 87%              |
| 167                 | Dental Hygiene        | Dental Hygiene National Board (written)              | National Industry Certification | 14                        | 14                         | 100%             |
| 167                 | Dental Hygiene        | Western Regional Exam Board (clinical)               | State Certification             | 14                        | 14                         | 100%             |
| 167                 | Dental Hygiene        | Oklahoma Jurisprudence                               | State Licensure                 | 14                        | 14                         | 100%             |
| 58                  | Nursing               | National Council Licensure Examination (NCLEX)       | State Licensure Exam            | 150                       | 133                        | 89%              |
| 206                 | Child Development     | Child Development Associate (CDA)                    | National Credential             | 12                        | 12                         | 100%             |
| 227                 | Veterinary Technology | Oklahoma State Veterinary Technician Exam            | State Licensure Exam            | 15                        | 15                         | 100%             |
| 227                 | Veterinary Technology | Veterinary Technician National Exam                  | National Credential             | 13                        | 12                         | 92%              |

Source: reported by faculty program directors and associate deans.

The 2013-2014 academic year included the third full-year cycle since the current ongoing program of student learning outcomes assessment was implemented college-wide at TCC. Table 2 below is a compilation of the activities for 2013-2014.

**Table 2. List of Student Learning Outcomes/Objectives in 2013-2014.**

### **List of Student Learning Outcomes/Objectives in 2013-2014**

#### **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
5. Prepare a trial balance from T accounts

#### **ASNS Program**

1. Successful students will demonstrate familiarity with influential people, places, events, and/or historical periods of Asian cultures through essay questions, objective test questions, discussion board postings, formal papers, or the like.  
Rubric: Successful Students will correctly identify or place at least three out of five influential people, places, events, or cultural artifacts.

#### **ASTR 1104 - General Astronomy**

1. Assessing students' answers to guided questions over the cause of seasons based upon accurate-partially accurate-or inaccurate rubric (criterion#1).
2. Assessing students' ability to teach to others the cause of seasons based upon accurate-partially accurate-or inaccurate rubric (criterion#2).

**AVST 2226 - ATC Tower Operations II**

1. Students will demonstrate basic knowledge of FAA, NAS, Directives, Weather encoding/decoding, 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 majors biology pre-test. The pre-test is administered the first two weeks of the semester.
2. On average, majors biology students will score 70% on the majors biology post-test. The post-test is 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 response 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 1114 - Principles of Chemistry**

1. The student will have a foundational knowledge of chemistry for use in the allied health field.
2. The student will be able to solve a problem that is unit-based.
3. Using logical, step-by-step reasoning, the student will be able to solve calculational problems
4. The student will be able to apply math-based skills like graphing and percentages to solve experimental problems.

**CHEM 1315 - General Chemistry I**

1. Components: Dimensional Analysis, Stoichiometry based problems that include determination of limiting reactant, theoretical yield and percent yield. Solution chemistry problems such as molarity calculations, dilutions, as well as stoichiometry based problems. Other types of problems include wavelength, frequency, and energy of transitions in an atom. Gas laws used to solve gas law problems include: the ideal gas law, Boyle's law, Charles's law, and Avogadro's law.
2. Components: Identify and write correct formulas for the products of the types of chemical reactions (listed in the Components section of Outcome #3). Write molecular, ionic and net ionic equations.
3. Components: Combination, Decomposition, Combustion, Metathesis, Acid-Base, Precipitation, and Oxidation-Reduction reactions. Determine precipitates that will form based on starting reactants.
4. Components: Nomenclature of Ionic compounds, Molecular Compounds, and Acids.
5. Components: Protons, Neutrons, Electrons; their charge and location in the atom. Determine the electron configuration for elements.
6. Components: Determine number of valence electrons for main group elements and to determine the charge of ions formed from main group elements. Identify location of metals, non-metals, and metalloids. Determine effective nuclear charge and relate it to atomic and ionic radii, ionization energy, and electronegativity.

7. Components: Recognize and distinguish between compounds with covalent bonds and those with ionic bonding. Determine whether covalent bonds are polar or non-polar. Draw and/or identify the Lewis structure(s) for a compound. Identify molecular geometry for molecules with linear, trigonal planar, trigonal pyramidal or tetrahedral arrangements. Compare and contrast electron-pair geometry and molecular geometry.

8. Components: Differentiate between exothermic and endothermic processes. Recognize and determine sign conventions for energy changes in both exothermic and endothermic processes.

### **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.

### **CSCI 1263 - Network Fundamentals**

1. Identify different kinds of networking hardware, software and technologies.

2. Use goal 1 knowledge to build simple working networks and troubleshoot as needed.

3. Identify and use/understand appropriate use of networking technologies.

### **CSCI 2973 - Digital Media Capstone**

1. Students will complete 120 hours of professional practice experience.

2. Students will prepare a resume and cover letter, personal logo/identity, personal stationery or web site, and a personal portfolio showcasing 8-10 examples of their work.

3. Students will pass a minimum of one Adobe Certified Associate (ACA) exam.

**CSYS 1013 - XHTML**

1. Students will demonstrate knowledge of HTML
2. Students will demonstrate knowledge of CSS

**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 on the equilibrium price and quantity.

### **ENGL 0903 – Reading I**

Students who complete Reading I will be able to determine the topic of a reading passage. (Application) Students who complete Reading I will be able to read a two paragraph passage and determine the main idea sentence in each paragraph. (Application) Students who complete Reading I will be able to differentiate the supporting details within a paragraph by selecting major details that support the main idea sentence in a reading passage. (Analysis) Students who complete Reading I will be able to read a two paragraph passage and integrate from the information the main idea of the passage. (Synthesis) Students who complete Reading I will be able to construct meaning of unrecognized words by analyzing the context clues provided. (Synthesis)

### **ENGL 0913 – Reading II**

1. Students who complete Reading II will be able to determine the topic of a reading passage. (Application) Students who complete Reading II will be able to read a two-paragraph passage and determine the main idea sentence in each paragraph. (Application) Students who complete Reading II will be able to differentiate the supporting details within a paragraph by selecting major details that support the main idea sentence in a reading passage. (Analysis) Students who complete Reading II will be able to analyze the information presented in a reading passage for the organizational pattern demonstrated. (Analysis) Students who complete Reading II will be able to analyze the information presented in a reading passage to determine the author's purpose in a reading passage. (Analysis) Students who complete Reading II will be able to read a five-paragraph passage and integrate from the information the main idea of the passage. (Synthesis) Students who complete Reading II will be able to construct meaning of unrecognized words by analyzing the context clues provided in the text. (Synthesis) Students who complete Reading II will be able to examine and determine the meaning of word parts in order to assemble the parts together to construct meaning for unrecognized words. (Synthesis) Students who complete Reading II will be able to analyze the information within a reading passage to conclude the inferred meaning. (Synthesis and Evaluation)

**ENGL 1003 – Academic Strategies**

1. Students in ENGL 1003 will demonstrate use of TCC college resources, support systems, technology, and terminology specific to higher education.
2. Students in ENGL 1003 will evaluate personal and social strategies to communicate and work in varied learning situations among diverse populations in college; self-identify barriers affecting motivation and create strategies to overcome barriers.
3. Students in ENGL 1003 will create long- and short-term plans to balance school, work, family, and well-being using goals and day planners.
4. Students in ENGL 1003 will create study strategies and behavior patterns to successfully complete college writing, reading, and mathematics assignments and exams, demonstrating transference of learned skills to other courses.

**ENGL 1113 - Composition I**

1. The primary objective of Composition 1113 is to ensure that students end the semester proficient in the analysis of college-level texts, the synthesis and evaluation of textual arguments, and the composition of evaluation arguments based on the analysis of evidence and support, using MLA documents
1. In-class final exam essay/critical response to an editorial by Peter Singer--see attached.

**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%. ENGR2613-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.

### **Fire and Emergency Medical Services Program**

1. 90% of students completing program will pass the National Incident Management Systems Course 100 Certification Examination.
2. 90% of students completing program will pass the National Incident Management Systems Course 200 Certification Examination.

3. 90% of students completing program will pass the National Incident Management Systems Course 700 Certification Examination.

### **FREN 1103 - French I**

1. Students will demonstrate oral proficiency with a maximum 2 minute presentation of self and family.

### **GEOG 1043 - Introduction to Cultural Geography**

1. 70% of students will successfully identify locations associated with topics discussed in cultural Geography

#### **Geography**

1. 70% of the students enrolled in GEOG 1043: Cultural Geography will be able to identify on a map specific locations and the significance of each location as it relates to population.

### **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.

**GIS Program**

1. Students who complete Geog2344/GIS2344 will successfully demonstrate proficiency of GIS concepts and applications.

**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.

**HIST Program**

1. For a given period in time, students will analyze and discuss the causes and outcomes of a significant historical event.

**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 an 80% mastery level.

**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 the 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.

**Humanities**

1. Articulate the relevance of the ideas, concepts, and/or values to their lives.

**HUMN 2113 - Humanities I**

1. 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.

**HUMN 2223 - Humanities II**

1. 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.

**HUMN 2333 - Humanities: Literature and Film**

1. 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.

**HUMN 2443 - Art of Film**

1. 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.

**HUMN 2663 - Hollywood's America**

1. 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.

**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%.

2. Faculty-developed Criterion-referenced rubric with mastery level at 75%.
3. Faculty-developed Criterion-referenced rubric with mastery level at 75%.
4. Faculty-developed Criterion-referenced rubric with mastery level at 75%.
5. 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.

### **ITCV**

1. Student Learning Outcomes Measure(s) Achievement Targets Student Learning Outcome: measurable active-verb description of a desired result related to goal(s). Measure: method to gauge achievement of expected outcome. Achievement Target: faculty-set level for satisfactory performance on a Measure-Outcome combination.
  1. Students will cable and configure LAN devices to communicate properly. Lab rubric applied to LAN labs and lab reports. 70% of students who complete the course with a “D” or better will average at least 80% on labs & reports.
  2. Students will cable and configure WAN devices to communicate properly. Lab rubric applied to WAN labs and lab reports. 70% of students who complete the course with a “D” or better will average at least 80% on labs & reports.
  3. Students will cable and configure cloud infrastructure devices to communicate and function properly. Lab rubric applied to Cloud labs and lab reports. 70% of students who complete the course with a “D” or better will average at least 80% on labs & reports.

### **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 instructorj/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**

1. The results of our first complete assessment will serve as our bench mark. Learning Objectives for Intermediate Algebra: Solve compound inequalities. Solve absolute value equations and inequalities using set and interval notation. Identify functions given as graphs, equations, relationships, order pairs, mappings and use the vertical line test. Find the domain and range of functions and relations. Use function notation and graphs to solve problems. Graph functions and relations. Solve variation problems including direct, inverse, joint and other variation combinations. Simplify, multiply, divide, add and subtract rational expressions. Simplify complex fractions. Find the domain of rational functions. Solve equations with rational expressions and use to solve application problems. Find the square roots, cube roots and nth roots. Manipulate rational exponents both positive and negative using the rules of exponents. Convert between rational exponents and radicals. Simplify, add, subtract, multiply, and divide radicals and use the properties of radicals. Rationalize the denominators. Solve equations with radicals and use to solve problems. Identify, simplify, add, subtract, multiply, and divide complex numbers. Solve quadratic equations using the square root property, completing the square and the quadratic formula. Find the discriminant. Solve equations with complex solutions. Solve equations quadratic in form. Solve systems of linear equations in two variables using graphing, substitution, and elimination.

**MATH 1513 - College Algebra**

1. Sixty percent of the students who complete the College Algebra Assessment will be able to answer 70% of the questions correctly.

**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 himself/herself 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 the students completing the OTA program will pass the national certification exam. 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.

**Paralegal**

1. Test
2. 85% of students will be able to review facts (generally, as well as those set forth in example case files), research (using modern research tools) and analyze the law, form a legal conclusion, and prepare a case memorandum or brief. 85% of students who complete the program will exit with a Portfolio that includes documents drafted relevant to substantive law courses taken, memorandums or briefs, reference to rules of professional responsibility and canons of ethical conduct, and best practices for case and office management. 85% of students who, within two (2) years of graduation, elect to obtain post-graduate certification will do so successfully.

**PHED 2212 - First Aid**

1. Students will demonstrate competency of the lifesaving skill of cardiopulmonary resuscitation (CPR).

**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. Ninety percent of the physical therapist assistant students will be scored at entry-level with no signs of concerns by the end of Clinical III.
2. Ninety percent of the students completing the Physical Therapist Assistant Program will pass the national licensure examination
3. Eighty percent of those 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 empirical skills by completing seventy percent of the questions on the assessment correctly. Faculty generated questions. Questions were constructed to measure communication of standard physics topics.

**Physics**

1. 1. Students will be able to identify and apply physics concepts, processes, and laws.

2. 2. Students will be able to solve problems using specific physics processes and techniques with appropriate calculators.

### **Political Science**

1. 1. Democracy a. Objective: Students can define democracy i. Sub-Objective: Students can explain the evolution of the American democratic system. 2. The Constitution a. Students can cite some part of the Constitution in a way that demonstrates an understanding of the constitution. i. Sub-Objective: Students can apply cited constitutional concept to personal/daily life. 3. Institutions a. Objective: Students will be able to identify the three branches of the federal government. i. Students will be able to explain the relationship between the three branches of the federal government.

### **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. Students will be able to identify the major fields of study and theoretical perspectives within psychology.
2. Students will be able to differentiate between the major observational, correlational, experimental, and quasi-experimental designs used by psychologists.
3. Students will be able to identify parts of a neuron and their function.
4. Students will be able to identify the major learning theories.
5. Students will be able to identify the major theories of development, critical research on development, and developmental concepts from across the life course.
6. Students will be able to identify the symptomatology associated with various psychological disorders.
7. Students will be able to identify the major theories from the area of personality.

### **PSYC Program**

1. Students will be able to identify 3 of the major psychological perspectives.
2. 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.

**Religious Studies**

1. Students will be able to identify the beliefs and practices of major world religions.
2. Students will be able to explain the relationships among religions and societies.
3. Students will demonstrate their appreciation for the issues, ideas, and values presented in Religious Studies courses.

**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. 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. The assessment target is 70% success on all three indices, using a set of standard questions 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. Students completing SPCH 1113 will demonstrate proficiency in organizational structure and content of effective oral presentations.

**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 2,630 degrees or certificates were awarded during the 2013-2014 academic year (summer 2013, fall 2014, spring 2014). See Table 3 below for the numbers of credentials awarded per term for each major or academic program.

**Table 3. Graduates by Major for 2013-14**

| Program Code | Program Description            | Major Code | Major Description              | Summer 2013 | Fall 2013 | Spring 2014 | Total |
|--------------|--------------------------------|------------|--------------------------------|-------------|-----------|-------------|-------|
| AA_ART_ART   | AA Art                         | ART        | Art                            | 5           | 4         | 5           | 14    |
| AA_COM_ENGL  | AA Communications: English     | ENGL       | English                        | 4           | 3         | 8           | 15    |
| AA_COM_INED  | AA Communications: Interpr Edu | INED       | Interpreter Education          |             | 7         | 3           | 10    |
| AA_COM_SPCH  | AA Communications: Speech      | SPCH       | Speech                         |             | 2         | 1           | 3     |
| AA_EDU_EDUC  | AA Pre_Educ: Elem & Secondary  | EDUC       | Elementary & Secondary Educ    | 26          | 41        | 64          | 131   |
| AA_EDU_ELED  | AA Pre_Education: Elem Edu     | ELED       | Elementary Education           | 3           | 4         | 6           | 13    |
| AA_EDU_SCED  | AA Pre_Education: Secondary    | SCED       | Secondary Education            | 3           | 4         | 8           | 15    |
| AA_ENT_EDGS  | AA Enter Devel: Gen Studies    | EDGS       | Enter Devel General Studies AA | 6           | 19        | 24          | 49    |
| AA_LAN_FREN  | AA Foreign Language: French    | FREN       | French                         |             | 1         |             | 1     |
| AA_LAN_GRMN  | AA Foreign Language: German    | GRMN       | German                         |             | 1         | 1           | 2     |
| AA_LAN_JAPN  | AA Foreign Language: Japanese  | JAPN       | Japanese                       |             |           | 1           | 1     |
| AA_LAN_SPAN  | AA Foreign Language: Spanish   | SPAN       | Spanish                        | 2           | 2         | 6           | 10    |
| AA_LAN_SPNS  | AA Foreign Language: Span_NSU  | SPNS       | Spanish_NSU                    |             | 1         |             | 1     |
| AA_LAR_LAIN  | AA Liberal Arts: Intl Emphasis | LAIN       | International Emphasis         | 1           | 1         |             | 2     |
| AA_LAR_LANA  | AA Liberal Arts: Native Amer   | LANA       | Native American Emphasis       | 1           | 1         |             | 2     |
| AA_LAR_LART  | AA Liberal Arts                | LART       | Liberal Arts                   | 41          | 52        | 75          | 168   |
| AA_MUS_MUSC  | AA Music                       | MUSC       | Music                          | 1           |           | 4           | 5     |
| AA_SOC_CRJT  | AA Social Science: Cr Justice  | CRJT       | Criminal Justice               | 9           | 10        | 21          | 40    |
| AA_SOC_HIST  | AA Social Science: History     | HIST       | History                        | 6           |           | 5           | 11    |
| AA_SOC_HUMN  | AA Social Science: Humanities  | HUMN       | Humanities                     | 1           |           |             | 1     |
| AA_SOC_JRMC  | AA Social Science: Journalism  | JRMC       | Journalism/Mass Communications | 4           | 2         | 7           | 13    |
| AA_SOC_PLGL  | AA Social Science: Paralegal   | PLGL       | Paralegal                      |             | 2         | 5           | 7     |
| AA_SOC_POSC  | AA Social Science: Pol Sci     | POSC       | Political Science              |             | 1         | 2           | 3     |
| AA_SOC_PSYC  | AA Social Science: Psychology  | PSYC       | Psychology                     | 22          | 43        | 58          | 123   |
| AA_SOC_RELG  | AA Social Science: Rel Studies | RELG       | Religious Studies              |             | 1         |             | 1     |
| AA_SOC_SOCI  | AA Social Science: Sociology   | SOCI       | Sociology                      | 6           | 7         | 13          | 26    |
| AA_THE_THEA  | AA: Theatre Arts               | THEA       | Theatre                        | 1           | 1         | 3           | 5     |
| AAS_ACC_ACAA | AAS Acct Assoc: Acct Spec      | ACAA       | Accounting Specialist          |             | 2         | 4           | 6     |
| AAS_ACC_ACSS | AAS Acct Assoc: Software Spec  | ACSS       | Accounting Software App Spec   |             | 1         |             | 1     |



|               |                                 |      |                                |    |   |    |           |
|---------------|---------------------------------|------|--------------------------------|----|---|----|-----------|
| AAS_AVS_AIRT  | AAS Aviation Sciences: ATC      | AIRT | Air Traffic Control            | 16 | 4 | 16 | <b>36</b> |
| AAS_AVS_AVMG  | AAS Aviation Sci: Management    | AVMG | Aviation Management            |    | 2 | 2  | <b>4</b>  |
| AAS_AVS_AVMT  | AAS Aviation Sci: Maintenance   | AVMT | Aviation Maintenance Tech      |    | 2 |    | <b>2</b>  |
| AAS_AVS_AVPP  | AAS Aviation Sci: Prof Pilot    | AVPP | Professional Pilot             | 1  | 2 | 1  | <b>4</b>  |
| AAS_BIO_BIOA  | AAS Biotechnology               | BIOA | Biotechnology                  | 2  |   |    | <b>2</b>  |
| AAS_BUS_BADC  | AAS Busn: Admin Careers         | BADC | Administrative Careers         |    | 1 |    | <b>1</b>  |
| AAS_BUS_BHCO  | AAS Busn: Healthcare Bus Ops    | BHCO | Healthcare Business Operations |    | 1 |    | <b>1</b>  |
| AAS_BUS_BHGA  | AAS Busn: Hospitality Mgmt      | BHGA | Hospitality Management         | 1  |   |    | <b>1</b>  |
| AAS_BUS_BUSN  | AAS Business                    | BUSN | Business                       | 1  | 5 | 3  | <b>9</b>  |
| AAS_CET_CETS  | AAS Civil Egr/Surveying Tech    | CETS | Civil Engr/Surveying Tech      |    | 1 | 1  | <b>2</b>  |
| AAS_CHD_CDED  | AAS Child Dev: Early Childhood  | CDED | Early Childhood                | 2  |   | 2  | <b>4</b>  |
| AAS_CHD_CDIR  | AAS Child Dev: Center Director  | CDIR | Center Director                | 1  |   | 2  | <b>3</b>  |
| AAS_CHD_CDIT  | AAS Child Dev: Infant Toddler   | CDIT | Infant Toddler                 | 1  |   | 3  | <b>4</b>  |
| AAS_CHD_CDTA  | AAS Child Dev: Teacher Assist   | CDTA | Teacher Assistant              |    |   | 1  | <b>1</b>  |
| AAS_CIS_CSBP  | AAS IT: Bus Application Pro     | CSBP | Business Application Prof      |    |   | 3  | <b>3</b>  |
| AAS_CIS_CSCC  | AAS IT: Cloud Computing         | CSCC | Cloud Computing                | 2  | 1 |    | <b>3</b>  |
| AAS_CIS_CSCN  | AAS IT: Networking/Cloud Comp   | CSCN | Networking & Cloud Computing   |    | 1 | 1  | <b>2</b>  |
| AAS_CIS_CSIT  | AAS IT: Information Technology  | CSIT | Information Technology         | 4  | 3 | 5  | <b>12</b> |
| AAS_CIS_CSNT  | AAS IT: Networking              | CSNT | Networking                     | 3  | 1 |    | <b>4</b>  |
| AAS_CIS_CSPR  | AAS IT: Programming             | CSPR | Programming                    |    | 2 | 1  | <b>3</b>  |
| AAS_CIS_CSSS  | AAS IT: Systems Support Tech    | CSSS | Systems Support Technician     |    | 2 | 2  | <b>4</b>  |
| AAS_CIS_CSWD  | AAS IT: Web Development         | CSWD | Web Development                |    |   | 2  | <b>2</b>  |
| AAS_CIS_CSWM  | AAS IT: Website Management      | CSWM | Website Management             |    | 1 |    | <b>1</b>  |
| AAS_DGM_DMAD  | AAS Digital Media: Adobe        | DMAD | Adobe Master Design Specialist |    | 2 | 3  | <b>5</b>  |
| AAS_DGM_DMBP  | AAS Digital Media: Broadcast Pr | DMBP | Broadcast Production Spec      | 1  |   | 1  | <b>2</b>  |
| AAS_DGM_DMWD  | AAS Digital Media: Web Design   | DMWD | Web Design Specialist          |    | 1 | 1  | <b>2</b>  |
| AAS_DHG_DHYG  | AAS Dental Hygiene              | DHYG | Dental Hygiene                 | 1  |   | 11 | <b>12</b> |
| AAS_DRF_DRFT  | AAS Drafting/Design Engr Tech   | DRFT | Drafting/Design Engr Tech      |    |   | 5  | <b>5</b>  |
| AAS_ELE_ELAE  | AAS ELET: Alternative Energy    | ELAE | Alternative Energy             |    | 1 | 1  | <b>2</b>  |
| AAS_ELE_ELBM  | AAS ELET: Biomed Equipment      | ELBM | Biomedical Equipment Tech      |    | 1 | 3  | <b>4</b>  |
| AAS_ELE_ELET  | AAS Electronics Technology      | ELET | Electronics Technology         |    | 2 | 5  | <b>7</b>  |
| AAS_EMT_EMEDT | AAS Emergency Medical Tech      | EMDT | Emergency Medical Tech         | 2  | 1 | 1  | <b>4</b>  |
| AAS_EMT_EMPA  | AAS FEMS Health Spec/Paramedic  | EMPA | Healthcare Spec/EMT-Paramedic  | 1  | 1 | 3  | <b>5</b>  |
| AAS_EMT_EMTB  | AAS FEMS Firefighter/EMT Basic  | EMTB | Firefighter/EMT-Basic          | 2  | 9 | 12 | <b>23</b> |
| AAS_ENG_DRAF  | AAS Engr Tech: Draft & Design   | DRAF | Drafting & Design Technology   |    | 1 | 1  | <b>2</b>  |

|              |                                   |      |                                |    |    |     |     |
|--------------|-----------------------------------|------|--------------------------------|----|----|-----|-----|
| AAS_ENG_QUAL | AAS Engr Tech: Quality Control    | QUAL | Quality Control Technology     |    | 1  | 2   | 3   |
| AAS_GRI_GRP  | AAS Graphics/Imaging Tech         | GRPH | Graphics/Imaging Technology    |    | 2  | 3   | 5   |
| AAS_HIT_HIMR | AAS Hlth Info Tech Med Records    | HIMR | Health Info Tech Med Records   | 16 | 2  |     | 18  |
| AAS_HR_HRES  | AAS Human Resources               | HRES | Human Resources                | 1  | 3  | 4   | 8   |
| AAS_HSV_HSCR | AAS Human Serv: Corrections       | HSCR | Corrections                    |    | 1  |     | 1   |
| AAS_HSV_HSDV | AAS Human Serv: Dev Disablties    | HSDV | Developmental Disab            |    | 1  |     | 1   |
| AAS_IND_INTD | AAS Interior Design               | INTD | Interior Design                |    | 5  | 11  | 16  |
| AAS_INT_ITED | AAS Interpreter Education         | ITED | Interpreter Education          |    | 1  |     | 1   |
| AAS_LEN_LEN  | AAS Law Enforcement               | LENF | Law Enforcement                |    | 1  |     | 1   |
| AAS_MAN_MANU | AAS Manufacturing Engr Tech       | MANU | Manufacturing Engineering Tech |    | 4  | 1   | 5   |
| AAS_MGT_MGIN | AAS Management: Internship        | MGIN | Management Internship          |    |    | 1   | 1   |
| AAS_MGT_MNGT | AAS Management                    | MNGT | Management                     | 1  | 1  | 1   | 3   |
| AAS_MKT_MKTG | AAS Marketing                     | MKTG | Marketing                      |    | 1  | 5   | 6   |
| AAS_MLT_MLTC | AAS Medical Laboratory Tech       | MLTC | Medical Laboratory Technology  | 10 | 1  |     | 11  |
| AAS_NUR_NURS | AAS Nursing                       | NURS | Nursing                        | 5  | 69 | 87  | 161 |
| AAS_OTA_OCTA | AAS Occupational Therapy Asst     | OCTA | Occupational Therapy Assistant | 2  |    | 16  | 18  |
| AAS_PLG_PLEG | AAS Paralegal                     | PLEG | Paralegal                      |    | 1  | 8   | 9   |
| AAS_PRT_PRTA | AAS Process Technology            | PRTA | Process Technology             |    | 1  |     | 1   |
| AAS_PTA_PTHA | AAS Physical Therapist Assist     | PTHA | Physical Therapist Assistant   | 30 |    |     | 30  |
| AAS_QCT_QCTT | AAS Quality Control Technology    | QCTT | Quality Control Technology     |    | 1  |     | 1   |
| AAS_RAD_RADT | AAS Radiography                   | RADT | Radiography                    | 10 | 1  | 25  | 36  |
| AAS_RSP_RESP | AAS Respiratory Care              | RESP | Respiratory Care               | 1  | 1  | 16  | 18  |
| AAS_SRG_SRGT | AAS Surgical Technology           | SRGT | Surgical Technology            | 1  | 2  | 2   | 5   |
| AAS_VET_VETT | AAS Veterinary Technology         | VETT | Veterinary Technology          | 3  |    | 15  | 18  |
| AS_BIO_BIOT  | AS Biotechnology                  | BIOT | Biotechnology                  |    | 4  | 3   | 7   |
| AS_BUS_ACCT  | AS Business: Accounting           | ACCT | Accounting                     | 29 | 32 | 41  | 102 |
| AS_BUS_BADM  | AS Business: Bus Admin            | BADM | Business Administration        | 54 | 91 | 116 | 261 |
| AS_BUS_BHGO  | AS Business: Hospitality Mgmt     | BHGO | Hospitality Management         |    | 1  | 1   | 2   |
| AS_BUS_BOSU  | AS Business: OSU                  | BOSU | Business: OSU                  | 3  |    |     | 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                     | 2  | 8  | 10  | 20  |
| AS_BUS_MIS   | AS Business: Mgmt Info Systems    | MIS  | Management Information Systems | 1  | 2  | 13  | 16  |
| AS_BUS_MISO  | AS Business: Mgmt Info Sys_OSU    | MISO | Management Info Systems_OSU    | 1  | 1  |     | 2   |
| AS_CHD_CDCF  | AS Child Dev: Child/Family_OSU    | CDCF | Child and Family_OSU           | 1  |    |     | 1   |
| AS_CHD_CDEN  | AS Child Dev:<br>Human/Family_NSU | CDEN | Hum/Family Sci/Early Care_NSU  | 1  | 2  | 2   | 5   |

|              |                                |      |                                |    |    |    |     |
|--------------|--------------------------------|------|--------------------------------|----|----|----|-----|
| AS_CHD_ECEO  | AS Child Dev: Early Chd Ed_OU  | ECEO | Early Childhood Education_OU   | 4  | 3  | 9  | 16  |
| AS_CIS_CISA  | AS Computer Info Systems       | CISA | Computer Information Systems   | 7  | 11 | 17 | 35  |
| AS_CIS_CSOS  | AS Computer Info Systems_OSU   | CSOS | Computer Info Systems_OSU      |    | 1  |    | 1   |
| AS_EDU_PHED  | AS Pre_Education: Physical Edu | PHED | Physical Education             | 1  |    |    | 1   |
| AS_EGR_ENCP  | AS Computer Engineering        | ENCP | Computer Engineering           | 2  | 3  | 1  | 6   |
| AS_EGR_ENEE  | AS Electrical Engineering      | ENEE | Electrical Engineering         | 2  | 8  | 3  | 13  |
| 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         |    | 2  | 1  | 3   |
| AS_EGR_ENGR  | AS Engineering                 | ENGR | Engineering                    | 1  | 2  | 2  | 5   |
| AS_EGR_ENMC  | AS Engineering: Mech Engr      | ENMC | Mechanical Engineering         | 13 | 25 | 16 | 54  |
| AS_ENT_EDST  | AS Enter Devel: Gen Studies    | EDST | Enter Devel General Studies AS | 3  | 12 | 3  | 18  |
| AS_ENV_ENVS  | AS Environ Sci/Nat Resources   | ENVS | Environ Sci/Natural Resources  |    | 1  | 1  | 2   |
| AS_FERS_FEMT | AS FEMS Firefighter/EMT Basic  | FEMT | Firefighter/EMT Basic          |    | 2  | 4  | 6   |
| AS_FERS_FERS | AS Fire/Emergency Services     | FERS | Fire/Emergency Services        |    | 3  | 4  | 7   |
| AS_HHP_HHPF  | AS Health/Human Performance    | HHPF | Health and Human Performance   | 3  | 6  | 6  | 15  |
| AS_HHP_HHPS  | AS Health/Human Perform_OSU    | HHPS | Health/Human Performance_OSU   | 1  |    |    | 1   |
| AS_HSC_PRNU  | AS: Pre-Nursing                | PRNU | Pre-Nursing                    | 32 | 65 | 79 | 176 |
| AS_HSV_HSCF  | AS Human Serv: Chld/Fam Svcs   | HSCF | Child and Family Services      |    |    | 1  | 1   |
| AS_HSV_HSSW  | AS Human Serv: PreSocial Work  | HSSW | Pre_Social Work                | 10 | 9  | 16 | 35  |
| AS_INB_INBU  | AS International Business      | INBU | International Business         | 4  | 4  | 2  | 10  |
| AS_MKT_MKTS  | AS Marketing                   | MKTS | Marketing                      | 2  | 7  | 4  | 13  |
| AS_MTH_MATH  | AS Mathematics                 | MATH | Mathematics                    | 5  | 11 | 14 | 30  |
| AS_NSC_NUDT  | AS Nutr Sci: Dietetics         | NUDT | Dietetics                      |    | 1  | 1  | 2   |
| AS_NSC_NUDX  | AS Nutr Sci: Diet/Exercise     | NUDX | Dietetics and Exercise         |    |    | 1  | 1   |
| AS_PPH_PPHM  | AS Pre_Pharmacy                | PPHM | Pre_Pharmacy                   | 4  | 7  | 11 | 22  |
| AS_PRE_PPDE  | AS Pre_Prof Sci: Dentistry     | PPDE | Pre-Dentistry                  |    | 2  | 4  | 6   |
| AS_PRE_PPMD  | AS Pre_Prof Sci: Medicine      | PPMD | Pre-Medicine                   | 6  | 5  | 18 | 29  |
| AS_PRE_PPVM  | AS Pre_Prof Sci: Vet Medicine  | PPVM | Pre-Veterinary Medicine        | 1  |    | 1  | 2   |
| AS_SCI_BIOL  | AS Biology                     | BIOL | Biology                        | 6  | 17 | 25 | 48  |
| AS_SCI_CHEM  | AS Chemistry                   | CHEM | Chemistry                      | 5  | 2  | 9  | 16  |
| AS_SCI_GEOG  | AS Geography                   | GEOG | Geography                      |    | 1  | 1  | 2   |
| AS_SCI_GEOL  | AS Geology                     | GEOL | Geology                        | 1  |    | 1  | 2   |
| AS_SCI_HTOS  | AS Horticulture                | HTOS | Horticulture                   | 1  | 2  |    | 3   |
| AS_SCI_PHYS  | AS Physics                     | PHYS | Physics                        | 7  | 5  | 8  | 20  |
| CER_ACC_AAST | CER Accounting Assistant       | AAST | Accounting Assistant           |    |    | 1  | 1   |
| CER_ACC_ACPA | CER Acct: Payroll Admin Spec   | ACPA | Payroll Administration Spec    |    |    | 5  | 5   |

|              |                                |      |                                |    |    |    |    |
|--------------|--------------------------------|------|--------------------------------|----|----|----|----|
| CER_ACC_ACSA | CER Acct: Acct Software Spec   | ACSA | Accounting Software Specialist |    |    | 1  | 1  |
| CER_ACC_ACSP | CER Acct: Acct Specialist      | ACSP | Accounting Specialist          |    |    | 2  | 2  |
| CER_BHC_BHCA | CER Business: Hlth Care Acct   | BHCA | Health Care Bus Ops/Accounting |    | 1  |    | 1  |
| CER_BIO_BIOC | CER Biotechnology              | BIOC | Biotechnology                  | 3  |    |    | 3  |
| CER_CHD_CDAC | CER Child Dev: Cred Prep_CDA   | CDAC | Child Dev Credential Prep_CDA  | 14 | 6  | 14 | 34 |
| CER_CHD_CDCM | CER Child Dev: Cert of Mastery | CDCM | Child Develop Cert Mastery     | 13 | 20 | 21 | 54 |
| CER_CHD_CDIM | CER Child Dev: Inf/Tod Mastery | CDIM | Infant/Toddler Cert Mastery    |    |    | 4  | 4  |
| CER_CIS_BCUC | CER IT: Business Computer User | BCUC | Business Computer User         | 23 | 3  | 40 | 66 |
| CER_CIS_CSBS | CER IT: Business Appl Spec     | CSBS | Business Appl Specialist       | 1  |    |    | 1  |
| CER_CIS_CSNC | CER IT: Networking             | CSNC | Networking                     |    | 1  |    | 1  |
| CER_CIS_CSPC | CER IT: Programming            | CSPC | Programming                    |    | 1  |    | 1  |
| CER_CIS_CSSC | CER IT: Systems Support Tech   | CSSC | Systems Support Technician     |    | 1  |    | 1  |
| CER_CIS_CWDC | CER IT: Web Development        | CWDC | Web Development                |    |    | 1  | 1  |
| CER_DGM_DMBC | CER Digital Media: Broadcst Pr | DMBC | Broadcast Prod Specialist      | 1  |    |    | 1  |
| CER_DGM_DMRP | CER Digital Media: Radio Prod  | DMRP | Radio Production Specialist    |    |    | 1  | 1  |
| CER_DGM_DMWC | CER Digital Media: Web Design  | DMWC | Web Design Specialist          |    |    | 1  | 1  |
| CER_DRF_DRCA | CER Draft & Design Eng Tech    | DRCA | Drafting & Design Eng Tech     |    | 1  | 2  | 3  |
| CER_ELE_ELBC | CER Electronics Tech: Biomed   | ELBC | Biomedical Equipment Tech      |    | 1  |    | 1  |
| CER_ELE_ELEC | CER Electronics Technology     | ELEC | Electronics Technology         |    | 2  | 2  | 4  |
| CER_FER_EMTC | CER FEMS Firefighter/EMT Basic | EMTC | Firefighter/EMT-Basic          |    | 1  | 8  | 9  |
| CER_GIS_GIS  | CER Geographic Info Systems    | GIS  | Geographic Info Systems        | 1  | 1  |    | 2  |
| CER_HGO_HEMP | CER Hosp Mgmt: Event Mgmt Prof | HEMP | Event Management Professional  |    |    | 1  | 1  |
| CER_HGO_HGEM | CER Hosp Mgmt: Event Mgmt      | HGEM | Event Management               |    |    | 2  | 2  |
| CER_HGO_HGOH | CER HGO: Hotel Management      | HGOH | Hotel Management               | 4  |    |    | 4  |
| CER_HGO_HGOR | CER HGO: Restaurant Management | HGOR | Restaurant Management          |    |    | 1  | 1  |
| CER_HIT_HICR | CER Hlth Inf Tech Coding Reimb | HICR | Coding Reimbursement           | 17 |    |    | 17 |
| CER_HSV_HSDS | CER Human Serv: Direct Support | HSDS | Direct Support Professional    | 1  |    |    | 1  |
| CER_HT_HTLS  | CER Hort Tech: Landscape Spec  | HTLS | Landscape Specialist           | 5  |    |    | 5  |
| CER_IND_INDC | CER Interior Design            | INDC | Interior Design                |    |    | 4  | 4  |
| CER_LAN_CHNC | CER Int Lang Studies: Chinese  | CHNC | Chinese                        |    |    | 1  | 1  |
| CER_LAN_FREC | CER Int Lang Studies: French   | FREC | French                         |    |    | 1  | 1  |
| CER_LAN_ITLC | CER Int Lang Studies: Italian  | ITLC | Italian                        |    |    | 1  | 1  |
| CER_LAN_JPNC | CER Int Lang Studies: Japanese | JPNC | Japanese                       |    | 2  |    | 2  |
| 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  | 1          |            | 5            | 6            |
| CER_LAN_SPNT | CER Int Lang Studies: Spa Trns | SPNT | Spanish Translating Skills   |            | 1          | 2            | 3            |
| CER_MDA_MDCA | CER Medical Assistant          | MDCA | Medical Assistant            | 2          | 1          | 1            | 4            |
| 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            | 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          | 17         | 15           | 33           |
| CER_PCT_PCTC | CER Patient Care Technician    | PCTC | Patient Care Technician      |            | 18         | 7            | 25           |
| CER_PHT_PHTC | CER Pharmacy Technician        | PHTC | Pharmacy Technician          |            | 25         | 26           | 51           |
| <b>Total</b> |                                |      |                              | <b>566</b> | <b>824</b> | <b>1,240</b> | <b>2,630</b> |

Source: OSRHE Unitized Data System and TCC's Operational Data Store as of 07/29/2014

## Analyses and Findings

### III-2. What were the analyses and findings from the 2013-14 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:

- The Accounting program has determined that 3 learning objectives were met (debits and credits, transaction recording and ledger) and 2 learning objectives were partially met (identify the purpose of accounts, journals and ledgers; trial balance) in ACCT 2213 – Financial Accounting.
- Assessed objectives were met in the Digital Media program through its capstone course, CSCI 2973 – Digital Media Capstone. These objectives include: students will complete 120 hours of professional practice experience; students will prepare a resume and cover letter, personal logo/identity, personal stationery or web site, & personal portfolio; students will pass a minimum of one Adobe Certified Associate (ACA) exam.
- The Paralegal program faculty have determined from their assessment data that program goals are being met, so they have expanded their program goals to include successful attainment of certification for 85% of their graduates who seek such certification within two years of successful program completion.
- On the examination used as an assessment instrument in physics, 77% of students achieved the desired learning outcomes for critical thinking and 76% achieved the desired learning outcomes for empirical skills.
- Based on assessment data, the psychology faculty determined that 69% of students in PSYC 1113 – Introduction to Psychology could demonstrate knowledge of topics within the major areas of study in psychology. The same percentage had acquired an understanding of core psychological concepts and theories. The faculty also identified a need to analyze the performance of online students compared with students who take PSYC 1113 face to face. These needs will be addressed in their revised assessment process for next year.
- The two program outcomes assessed in the Geographic Information Systems (GIS) program were met. These outcomes include GIS concepts and applications and employment skills.
- The Human Services program goals associated with HSVC 2113 – Internship were met, based on exit interviews and evaluations using a checklist by community site supervisors.
- The Religious Studies faculty found that 87% of students successfully identified the relationship between religion and society and 100% successfully expressed their appreciation for religious issues, ideas and/or values.

In addition to supporting TCC's student learning outcomes assessment plan, the Planning and Institutional Research department conducts annual studies for program analysis in Completing the Dream, diversity events, and study abroad. In summer and fall 2013,

Completing the Dream innovations affected 1,511 students. Innovations included New Student Orientation, MathPath (a refresher course to increase placement test scores), and the African American Male Student Success Team. TCC's signature diversity event, The Day of Vision, is a college preparatory program for high school students and their parents. The event was evaluated positively by more than 90% of its attendees (143 students and 158 parents). A recent survey of study abroad experiences found statistically significant increases in students' confidence in interacting with people of different cultures, their frequency in responding positively to their culturally-different counterparts during interaction, and their feelings of enjoyment of cultural differences in their interactions after the study abroad experience.

## **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 degree plans by the Curriculum Committee, faculty-designed instructional changes, and actions 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:

- The Digital Media program has separated the portfolio development course and the internship course in that program. Students must complete the portfolio development course before the internship course and must submit portfolio components in incremental phases to increase portfolio quality and the quality of the internship learning experience.
- Based on assessment data, the psychology faculty has determined that students in PSYC 1113 – Introduction to Psychology need more help to be able to identify major psychological perspectives.
- Biology faculty added a math prerequisite of MATH 0123 – Intermediate Algebra for BIOL 1224 – Biology for Majors.

## Section IV – Student Satisfaction

### Administration of Assessment

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

TCC's annual Exit Survey was given to all TCC students applying for graduation during the 2013-2014 academic year, and the Planning and Institutional Research department mailed the annual Alumni Survey to all students who completed a certificate or degree program in the prior academic year. During the academic year 2012-2013, TCC awarded degrees and/or certificates to 2,529 individuals. The Alumni Survey was mailed to all 2,529 graduates, with 266 completed surveys returned, yielding an 11% response rate.

In spring 2013, TCC 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 completed the survey, which included 145 standard survey items assessing various forms of engagement and 15 custom items for TCC provided by the 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.

#### IV-2. What were the analyses and findings from the 2013-2014 student satisfaction assessment?

In 2013-2014, 2,065 students applying for graduation completed the Exit Survey. Several of the items asked students to rate the extent to which their experience at TCC contributed to their knowledge, skills, and personal development in key areas. In responses to these items, 81% of the respondents agreed or strongly agreed that the TCC experience has contributed to their knowledge, skills, and personal development. The lowest agreement (68%) occurred in response to the question, "Contributing to the welfare of your community," and the highest agreement (91%) occurred in response to the question, "Acquiring a broad general education."

Additionally, the Alumni 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, 81% indicated that they would be likely or very likely to attend TCC again, with 57% indicating that they would very likely make the same choice. When asked to rate how well TCC had prepared them to continue their education, 33% reported that they were prepared exceptionally well by TCC, and an additional 60% indicated that they were adequately to better than adequately prepared.

The *CCSSE* contains five benchmarks of effective educational practice on which the institution's scores are compared to other participating colleges. The five benchmarks are



Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark and benchmark scores are standardized so that the mean always is 50 and the standard deviation is 25 across institutions. TCC's benchmark scores for Active and Collaborative Learning (M = 47.6), Student Effort (M = 49.4), Academic Challenge (M = 48.7), Student-Faculty Interaction (M = 47.8), and Support for Learners (M = 46.3) were all lower than 50 in spring 2013.

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

Several steps are being taken by TCC to increase student satisfaction and its assessment. For instance, the College's Student Affairs Leadership Team is working with the Planning and Institutional Research department to develop a regular schedule for assessing student satisfaction and engagement. Although the *CCSSE* provides valuable information regarding student engagement, there are only a small number of actual satisfaction items on that survey. Therefore, the College is exploring both local and national instruments to better capture student satisfaction. Moreover, during the 2014-2015 academic year, the Planning and Institutional Research department will work with faculty as well as administrators and staff from both Academic and Student Affairs to evaluate potential revisions to the Exit and Alumni Surveys. Finally, results from the Exit, Alumni, and *CCSSE* surveys are being closely examined as the institution begins its next phase of strategic planning. These results will be analyzed with other data to inform the development of college-wide goals and objectives to increase student success and satisfaction.