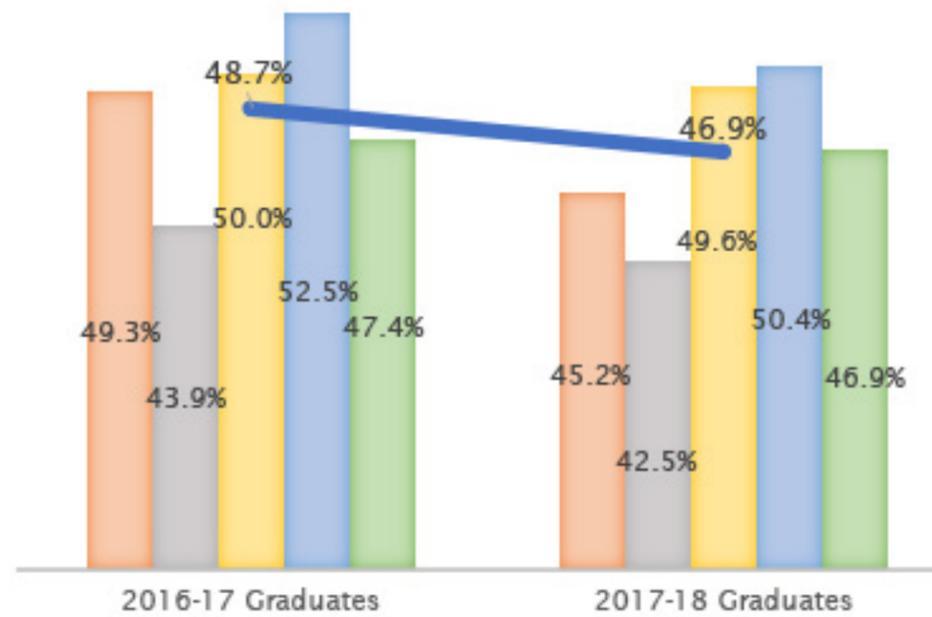




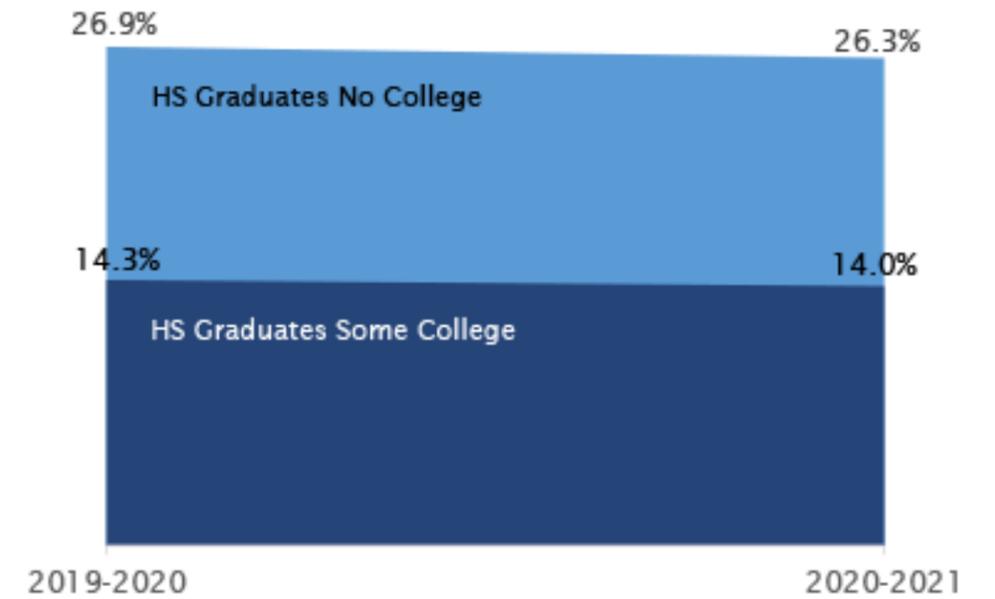
MISSION METRICS

3-YEAR TRANSFER DEGREE CONVERSION RATE



5-year target: Monitor

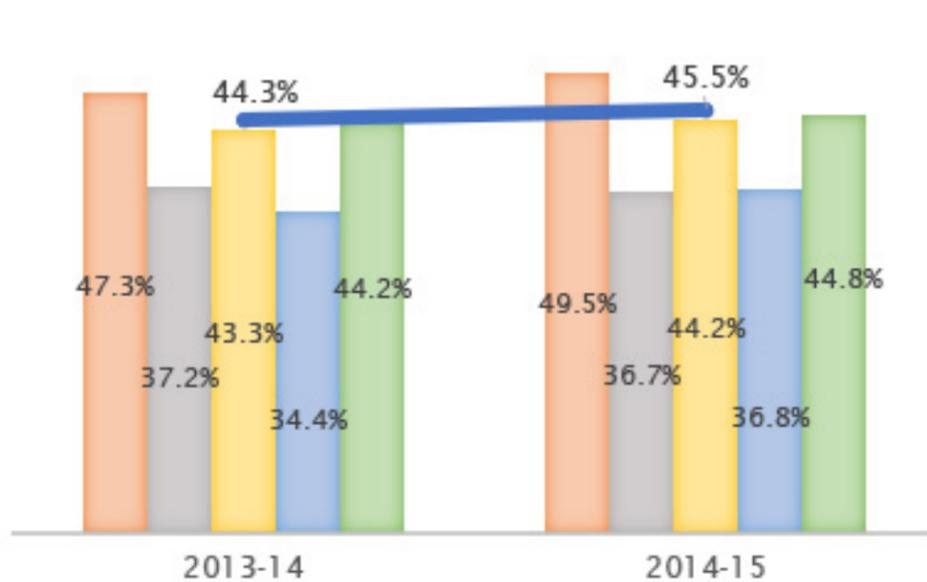
TARGET MARKET ENROLLMENT RATE



5-year target: Monitor

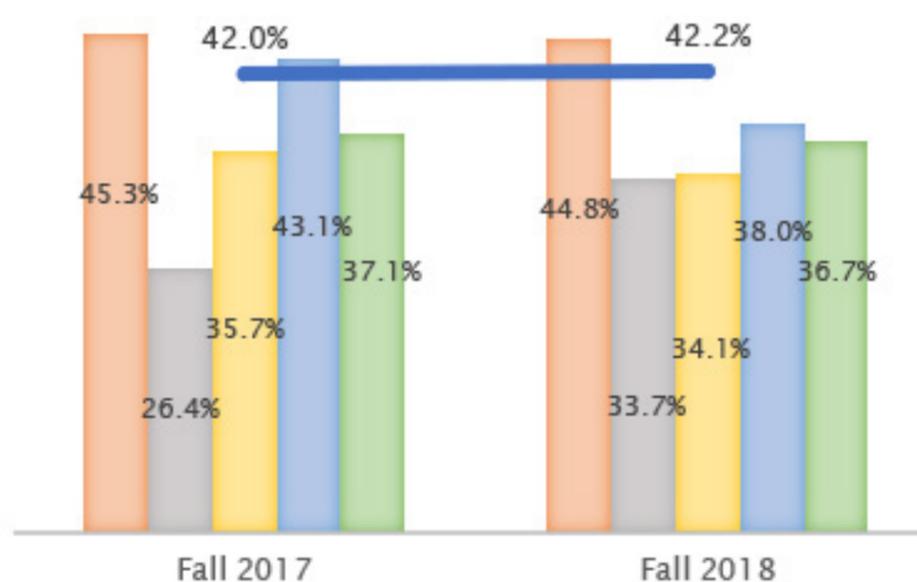
■ White
 ■ Black or African American
 ■ American Indian or Alaska Native
 ■ Hispanic or Latinx
 ■ Two or More
 Bars are in same order (left to right, or bottom to top) as the legend in graphs disaggregated by race/ethnicity.

OVERALL STUDENT 6-YEAR SUCCESS RATE



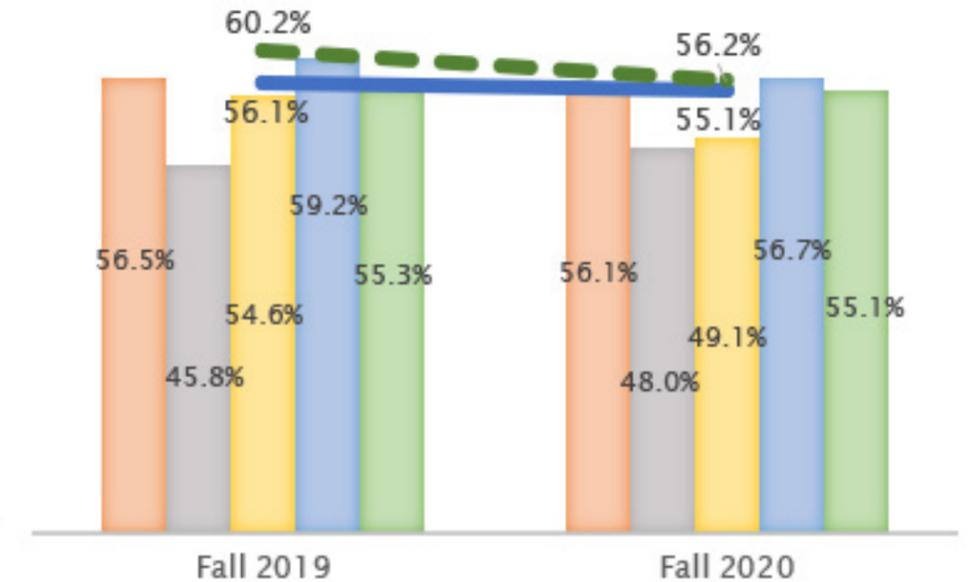
5-year target: 52%

FIRST-TIME FULL-TIME 3-YEAR SUCCESS RATE



5-year target: 50%

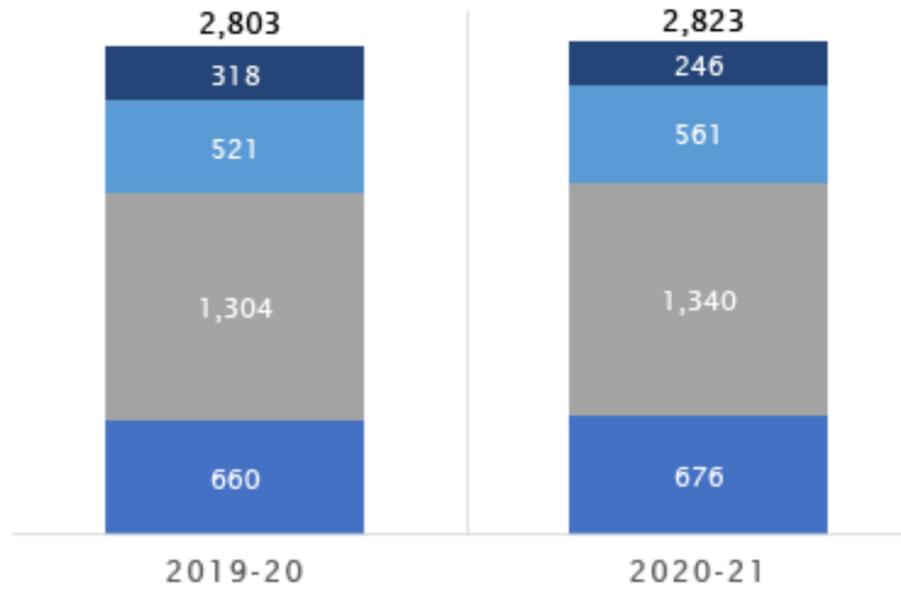
FALL-TO-FALL RETENTION



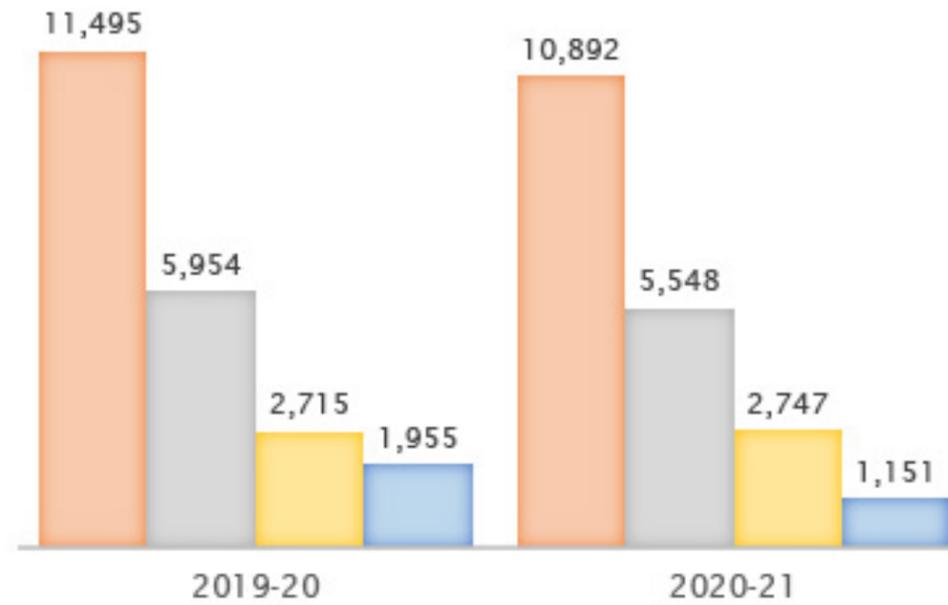
5-year target: 7% increase

— All Degree-seeking Students
- - - First-time Full-time IPEDS Cohort

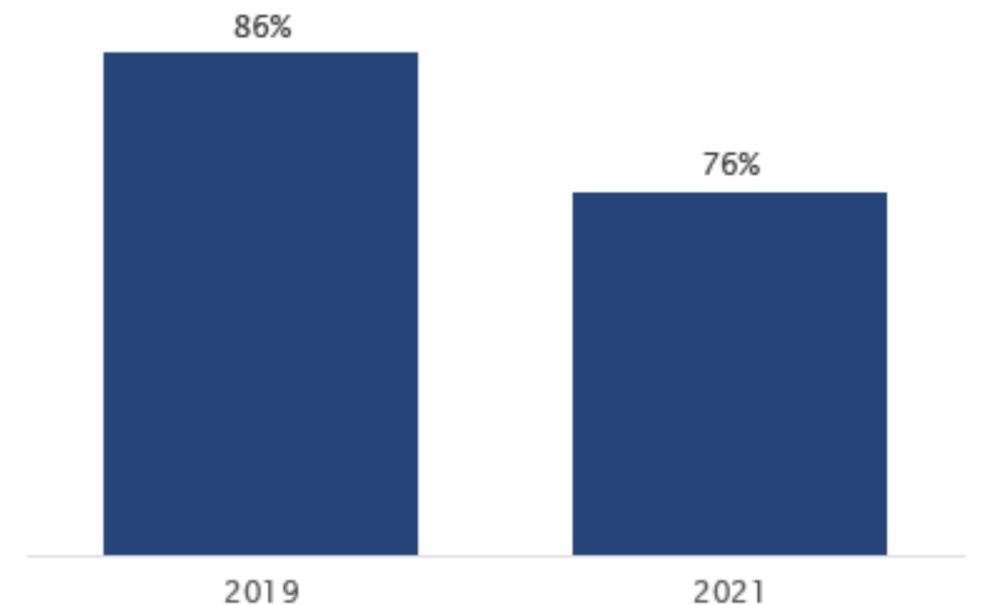
MISSION METRICS

CREDENTIALS EARNED


5-year target: 3,025

ANNUAL HEADCOUNT


5-year target: 3% increase

EMPLOYEE SATISFACTION


5-year target: 90%

■ Associate of Arts (AA)
 ■ Associate of Science (AS)
 ■ Associate of Applied Science (AAS)
 ■ Certificate
 Categories from bottom to top in Credentials Earned graph.

■ Transfer Majors
 ■ Workforce Majors
 ■ Concurrent
 ■ Continuing Education

Other Metrics We Monitor
Baseline: 2019-2020
Year 1: 2020-21

Annual Headcount	22,569	21,523
First-Time-to-TCC AA/AS Transfer Rate (6-year)	2013-14 New to TCC 39.2%	2014-15 New to TCC 37.5%
First-Time-to-TCC Graduation Rate (6-year)	2013-14 New to TCC 16.9%	2014-15 New to TCC 17.3%
Completion of 30 Hours in First Year (Fall First-Time Entering Cohorts)	11.8%	12.1%
Completion of College-level English and Math in First Year (Fall First-Time Entering Cohorts)	22.1%	20.1%
Credits to Credential (First-time Entering Students Only)	88.8 hours	88.0 hours
Successful Course Completion	78.5%	81.9%
Percentage of Students of Color vs Community Population Value	46.0% vs. 43.3%	46.3% vs. 43.3%
Percentage of Students of Color vs Staff	46.0% vs. 31.0%	46.3% vs. 27.2%
Percentage of Students of Color vs Full-time Faculty	46.0% vs. 23.0%	46.3% vs. 22.5%
Current Public Opinion	97%	Not Available

EXPLANATION OF METRICS

3-Year Transfer Degree Conversion Rate*	This measures the percentage of transfer bound (AA or AS) students that complete a Bachelor’s degree at any institution in the National Student Clearinghouse database within three years of TCC graduation year.
Target Market Enrollment Rate*	This measures the percentage of students aged 18-44 enrolled at TCC compared to local population of 18-44 year olds without a college credential. Note: Local population is all of Tulsa county and parts of Creek and Osage counties due to data accessibility of the PUMS microdata. PUMS 2019 data was used for 2020-21 comparisons due to data availability.
Overall Student 6-year Success Rate	This measures the percentage of first-time-to-TCC degree-seeking students (including concurrent) that graduate from TCC within six years of starting at TCC combined with those that transfer to a four-year institution within the same time frame. Includes full and part-time students.
First-Time Full-Time 3-Year Success Rate	This measures the percentage of first-time full-time degree seeking students (includes formerly concurrent) that graduate from TCC within three years of starting combined with those that transfer to a four-year institution within the same time frame.
Fall-to-Fall Retention	This measures the percentage of all degree-seeking students (including concurrent) that return to continue studies the following fall semester. Students who enroll at another college or university or graduate from TCC are excluded. The additional trend line denotes first-time full-time fall-to-fall retention rate (IPEDS cohort).
Credentials Earned	This measure includes the total number of AA, AS, and AAS degrees and certificates earned by all students. This denotes the semesters included in data submitted to the state (summer, fall, and spring semesters).
Annual Headcount	This measures unduplicated (counting each student only once) annual headcount. This measure is broken out by primary major for students who are considered transfer majors (AA or AS) and workforce majors (AAS or certificates), and students who are concurrent. The fourth bar represents unduplicated enrollment in continuing education. This may include students also enrolled in for-credit programs. Overall unduplicated for-credit headcount is provided in the table on page 2. This denotes the semesters included in data submitted to the state (summer, fall, and spring semesters).
Employee Satisfaction	This measures the percentage of employees that are satisfied or very satisfied working at TCC as reported by all (including full and part-time) that complete the PACE Climate survey. This measure is available typically every two years.

* Metrics we monitor: These are metrics we monitor rather than set targets for to determine if we are working towards our vision of an educated, employed, and thriving community.

EXPLANATION OF METRICS

First-Time-to-TCC AA/AS Transfer Rate (6-year)*	This measures the unduplicated percentage of all first-time-to-TCC degree-seeking AA/AS students that transfer to a four-year institution within six years of starting at TCC. Certificates and AAS degrees are not included as they are typically not designed to transfer.
First-Time-to-TCC Graduation Rate (6-year)*	This measures the unduplicated percentage of all first-time-to-TCC degree-seeking students that graduate with an AA, AS, AAS, or certificate within six years.
Completion of 30 Hours in the First Year*	This measures the percentage of first-time entering degree-seeking students (both full and part-time) that complete 30 credit hours (including developmental and college-level) in their first year (this is a state level Early Momentum Metric). Note that this measure includes the summer (for summer starters), fall, spring, and summer of their first academic year. This measure includes only first-time entering as it directly relates to one of our strategic initiatives.
Completion of College-level Math and English in First Year*	This measures the percentage of first-time entering degree-seeking students (both full and part-time) that complete college-level Math and English requirements by the end of their first year (this is a state level Early Momentum Metric). Note that this measure includes the summer (for summer starters), fall, spring, and summer of their first academic year. This measure includes only first-time entering as it directly relates to one of our strategic initiatives.
Credits to Credential*	This measures the number of credit hours attempted before a first-time entering student completes their first AA, AS, or AAS degree.
Successful Course Completion*	This measures the percentage of credit hours successfully completed by students in any class, including concurrent students. This measure excludes those auditing a course and those who are administratively withdrawn due to no attendance at the start of the term. For developmental education, C or better is successful; for other courses, D or better is considered successful; Audits or WNs are removed.
Percentage of Students of Color versus Community Population Value*	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only in the unduplicated annual headcount) versus the percentage of the Tulsa County PUMA (which includes all of Tulsa County, plus southeast Osage county, and northeast Creek county) population value (ages 18-44).
Percentage of Students of Color versus Staff*	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only) versus the percentage of full-time staff (including all senior administration) of color.
Percentage of Students of Color versus Full-time Faculty*	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only) versus the percentage of full-time faculty of color.
Current Public Opinion*	This measures the percentage of respondents that report a positive or very positive opinion of TCC as reported by the general public (that is at least somewhat familiar with TCC). This measure will be available approximately every two years.

* Metrics we monitor: These are metrics we monitor rather than set targets for to determine if we are working towards our vision of an educated, employed, and thriving community.