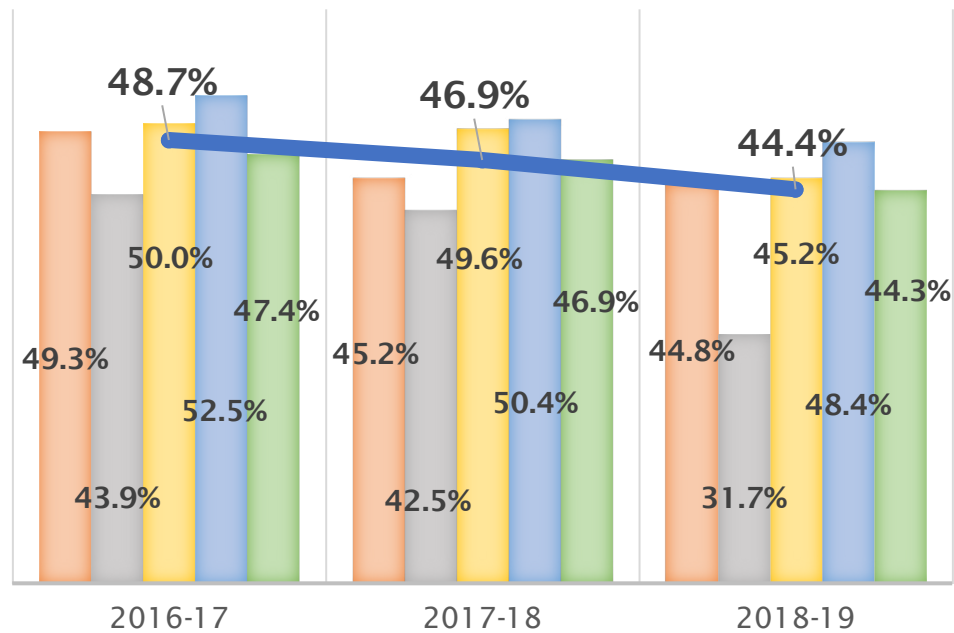




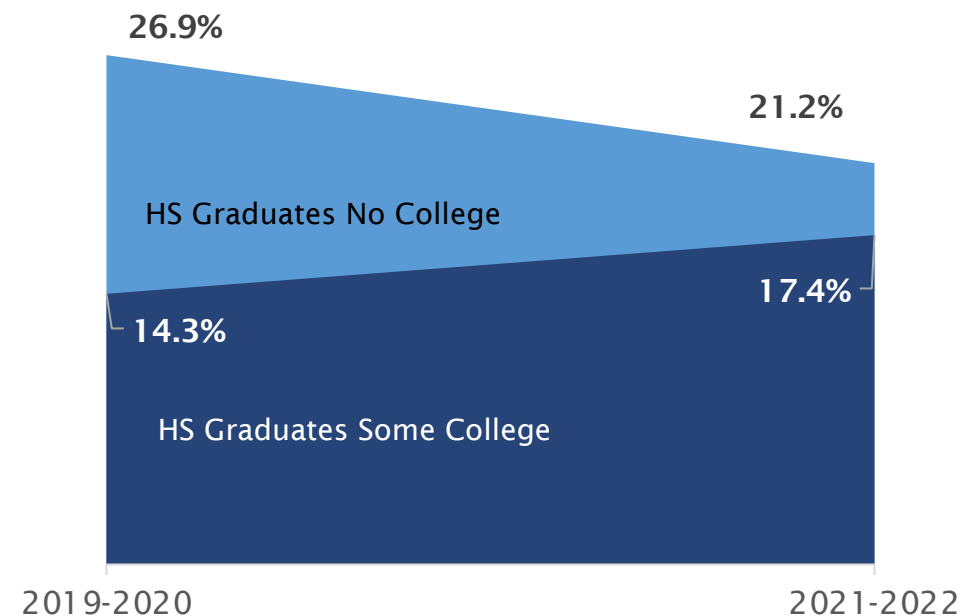
MISSION METRICS

3-YEAR TRANSFER DEGREE CONVERSION RATE



5-year target: Monitor

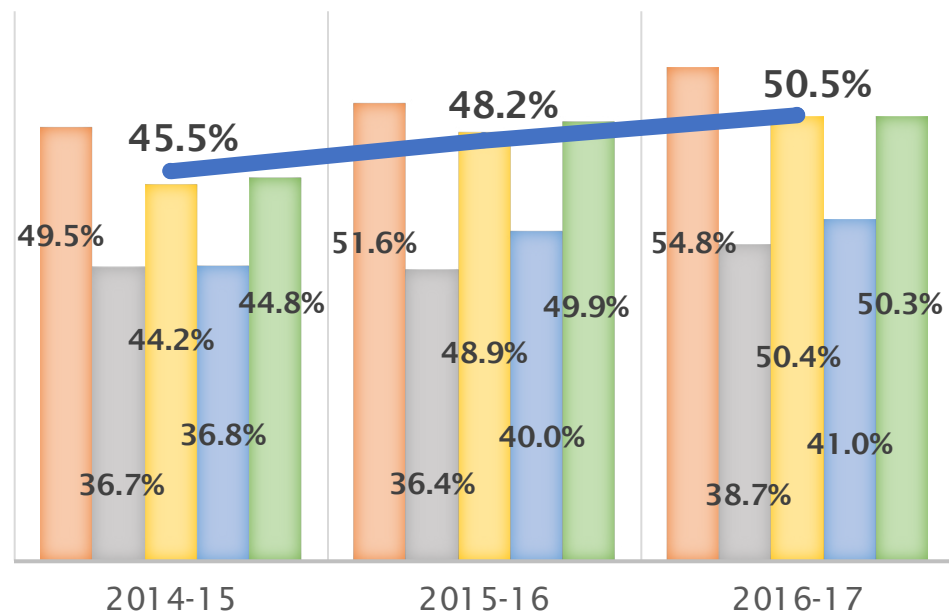
TARGET MARKET ENROLLMENT RATE



5-year target: Monitor

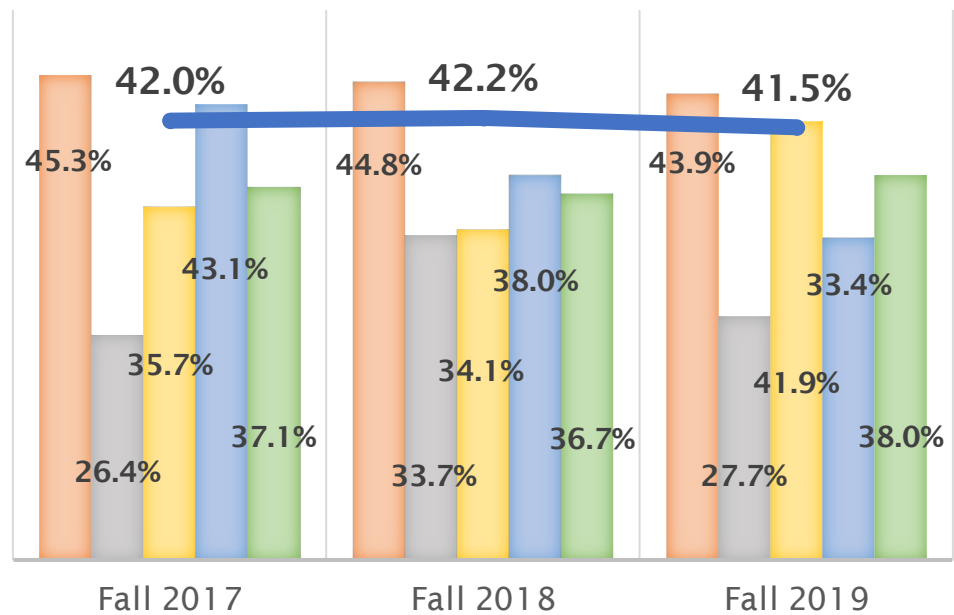
■ White
 ■ Black or African American
 ■ American Indian or Alaska Native
 ■ Hispanic or Latinx
 ■ Two or More
 Bars are in same order (left to right, or bottom to top) as the legend in graphs disaggregated by race/ethnicity.

OVERALL STUDENT 6-YEAR SUCCESS RATE



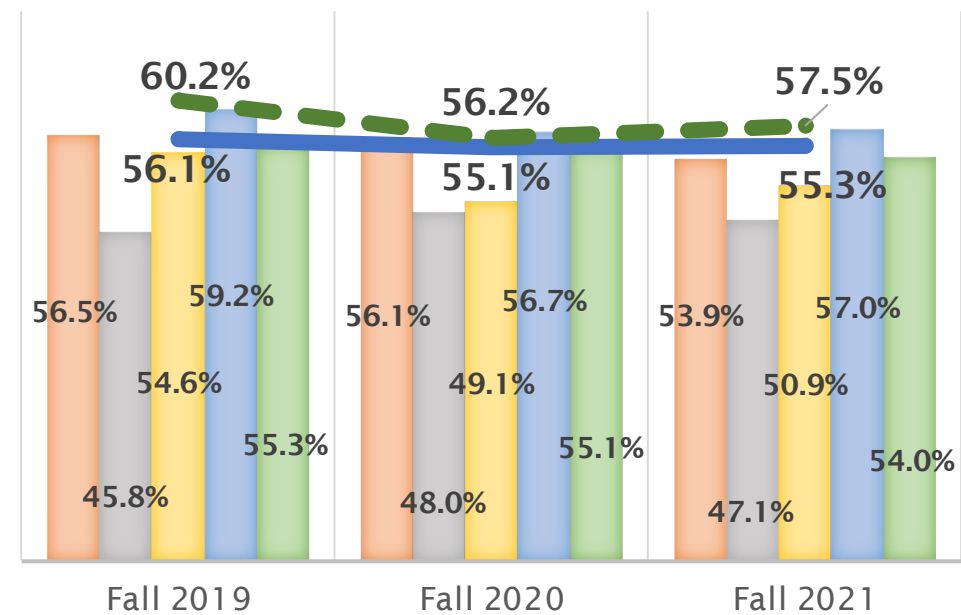
5-year target: 52%

FIRST-TIME FULL-TIME 3-YEAR SUCCESS RATE



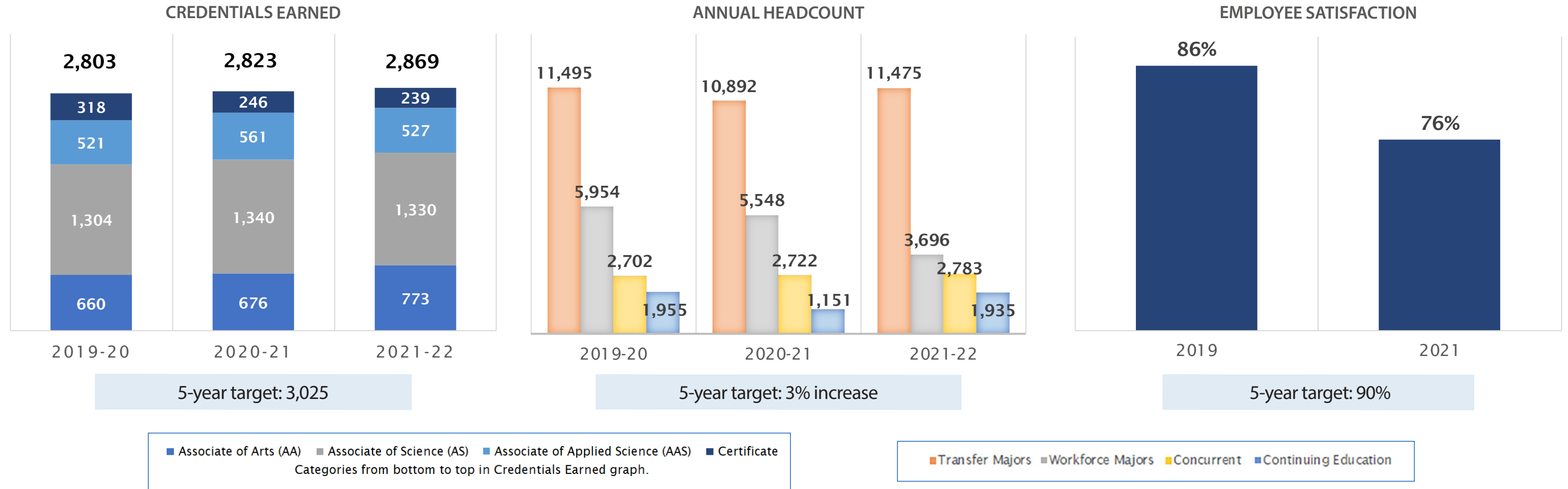
5-year target: 50%

FALL-TO-FALL RETENTION



5-year target: 7% increase

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



| Other Metrics We Monitor | Baseline: 2019-2020 | Year 1: 2020-21 | Year 2: 2021-22 |
|---|-----------------------------|-----------------------------|-----------------------------|
| Annual Headcount | 22,569 | 21,523 | 20,199 |
| First-Time-to-TCC AA/AS Transfer Rate (6-year) | 2014-15 New to TCC 37.5% | 2015-16 New to TCC 37.0% | 2016-17 New to TCC 40% |
| First-Time-to-TCC Graduation Rate (6-year) | 2014-15 New to TCC 17.3% | 2015-16 New to TCC 17.8% | 2016-17 New to TCC 19.4% |
| Completion of 30 Hours in First Year (Fall First-Time Entering Cohorts) | 11.8% | 12.1% | 12.1% |
| Completion of College-level English and Math in First Year (Fall First-Time Entering Cohorts) | 22.1% | 20.1% | 20.4% |
| Credits to Credential (First-time Graduating Students) | 88.8 hours | 88.0 hours | 83.6 hours |
| Successful Course Completion | 80.3% | 78.5% | 79.2% |
| Percentage of Students of Color vs Community Population Value | 45.8% vs. 43.3% | 46.2% vs. (Not Available) | 47.6% vs. 44.3% |
| Percentage of Students of Color vs Staff | 45.8% vs. 31.0% | 46.2% vs. 27.2% | 47.6% vs. 27.4% |
| Percentage of Students of Color vs Full-time Faculty | 45.8% vs. 23.0% | 46.2% vs. 23.1% | 47.6% vs. 22.5% |
| Current Public Opinion | 97% | Not Available | 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 the student's TCC graduation year. |
| Target Market Enrollment Rate* | This measures the percentage of students aged 18-44 enrolled at TCC compared to the local population of 18-44 year-olds without a college credential. The local population area includes Tulsa county, Broken Arrow and Owasso cities and parts of Creek and Osage counties from the Public Use Microdata Area (PUMA) from the U.S. Census Bureau. PUMA 2019 data is unavailable. |
| Overall Student 6-year Success Rate | This measures the percentage of first-time-to-TCC degree-seeking students (including concurrent, full and part-time) that graduate from TCC within six years of starting at TCC combined with those that transfer to a four-year institution in the National Student Clearinghouse database within the same time frame. |
| 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 in the National Student Clearinghouse database within the same time frame. |
| Fall-to-Fall Retention | This measures the percentage of all degree-seeking students (including concurrent, full and part-time) 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 (true IPEDS cohort). |
| Credentials Earned | This measure includes the total number of AA, AS, and AAS degrees and certificates earned by all students and includes semesters submitted to the Oklahoma State Regents for Higher Education (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 chart on page 2. This includes semesters submitted to the Oklahoma State Regents for Higher Education (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 and AS students that transfer to a four-year institution in the National Student Clearinghouse database 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 (state-level Early Momentum Metric). This measure includes the summer (for summer starters), fall, spring, and summer of their first academic year and 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 (full and part-time) that complete college-level Math and English requirements by the end of their first year (state-level Early Momentum Metric). This measure includes the summer (for summer starters), fall, spring, and summer of their first academic year and 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 student completes their first AA, AS, or AAS degree from TCC. |
| Successful Course Completion* | This measures the percentage of credit hours successfully completed by students in any class, including concurrent, full and part-time 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 considered successful; for other courses, D or better is considered successful; Audits and 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 Public Use Microdata Area (PUMA) Tulsa County (which includes all of Tulsa county, Broken Arrow and Owasso cities and parts of Creek and Osage counties) 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 administrators) 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.