Annual Report of Student Assessment Activity

2018-2019

Submitted to the Oklahoma State Regents for Higher Education

December 2, 2019

SR-1920-3916

Contents

Section I – Entry Level Assessment and Course Placement 5
Activities 5
I-1. What information was used to determine college-level course placement? 5
I-2. What information was used to determine co-requisite course placement? 5
I-3. How were students determined to need remediation? 6
I-4. What options were available for the students to remediate basic academic skill deficiencies? 6
Analyses and Findings 7
I-5. Describe analyses and findings of student success in developmental, co-requisite, and college-level courses (include enrollment counts, grade distribution, and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings. 7
Section II –General Education Assessment 11
Administering Assessment 11
II-1. Describe the institutional general education competencies/outcomes and how they are assessed. 11
II-2. Describe how the assessments were administered and how students were selected. 12
II-3. Describe strategies used to motivate students to substantively participate in the assessment. 13
II-4. What instructional changes occurred or are planned in response to general education assessment results? 13
Analyses and Findings 13
II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans. 13
II-6. How is student performance tracked into subsequent semesters and what were the findings? 18
II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation. 19
Section III – Program Outcomes 20
Administering Assessment 20
III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan. 20
Analyses and Findings 29
III-2. What were the analyses and findings from the program outcomes assessment? 29
III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment? 29
Section IV – Student Engagement and Satisfaction 30
Administration of Assessment 30
IV-1. What assessments were used and how were the students selected? 30

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment? 31
IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment? 38
Section V – Assessment Budgets 39
Appendix A 41
Math Course Placement Guidelines 41
Reading Course Placement Guidelines 42
Writing Course Placement Guidelines 42
Appendix B 43
Math Course Sequence Academic Year 2017-18 43
Writing Course Sequence Academic Year 2017-18 43
Reading Course Sequence Academic Year 2017-18 43
Appendix C 44
Appendix D 47

Section I – Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement?

College level course placement was determined by ACT or SAT score or previous coursework completed at other institutions. If the student did not qualify for college-level courses based on this information, they were required to take the appropriate ACCUPLACER placement test(s) and/or SuccessNavigator assessment. Students HS GPA was used as an additional component for Math placement.

ACT (19 or higher depending on math pathway), SAT (530 or higher depending on math pathway), ACCUPLACER Next-Generation math tests, and HS GPA were used to place students in mathematics. Due to the change to math pathways based on student's major, we use a separate test for those needing to take Precaculus I (MATH 1513; ACCUPLACER Advanced Algebra and Functions test - 263 or above) and those needing to take Quantitative Reasoning (MATH 1473; ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test - 263 or above). High School GPA was used to place students up who were on the cusp for Calculus I and Quantitative Reasoning.

ACT (19 or above), SAT (480 or above), and ACCUPLACER Next-Generation Reading test alone (263 or above) or combined with SuccessNavigator English placement index score (250-262 on ACCUPLACER and 100 or above on SuccessNavigator index score) were used for placing students into college-level coursework in reading.

ACT (19 or above), SAT (480 or above), and WritePlacer alone (6 or above) or combined with SuccessNavigator English Placement index score (5 on WritePlacer with 90 or above on SuccessNavigator index score) were used for placing students into college-level writing (ENGL 1113, Composition I).

See Appendix A for all cut scores.

I-2. What information was used to determine co-requisite course placement?

Co-requisite courses were implemented in both math and writing. In math, co-requisite courses were designed for both the Precalculus math pathway and the Quantitative Reasoning pathway. Just as with college-level placement, ACT, SAT, ACCUPLACER placement tests and a multiple measure were used to place students into the co-requisite level of placement. The reading co-requisite model is still under design.

To place into Essentials for Precalculus I co-requisite with Precalculus I, students had to earn a 237-262 on the ACCUPLACER Advanced Algebra and Functions test. To place into Essentials for Quantitative Reasoning co-requisite with Quantitative Reasoning, students had to earn a 237-262 on the ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test, or a 285 or above on the ACCUPLACER Arithmetic test combined with a score of 230-236 on the Quantitative Reasoning, Algebra, and Statistics test.

To place into Writing Foundations Workshop co-requisite with Composition I, students had to score a 5 on the WritePlacer with a SuccessNavigator English Index score below 90, or a 4 on the Writeplacer with a SuccessNavigator English index score of 90 or above.

See Appendix A for all cut scores.

I-3. How were students determined to need remediation?

If students did not place into college-level or co-requisite coursework, placement tests combined with multiple measures were used to determine exact level of placement. See Appendix A for exact cut scores.

I-4. What options were available for the students to remediate basic academic skill deficiencies?

Students who showed a need for remediation through their placement test scores were able to begin taking their developmental coursework immediately. These courses included:

- ENGL 0903 – Reading Foundations I
- ENGL 0913 – Reading Foundations II
- ENGL 0923 – Writing Foundations I
- ENGL 0933 – Writing Foundations II
- ENGL 0943/1113 – Writing Foundations Workshop co-requisite with Composition I
- MATH 0003 – Math Foundations I
- MATH 0013 – Math Foundations II
- MATH 0123/1513 – Essentials for Precalculus I co-requisite with Precalculus I
- MATH 0403/1473 – Essentials for Quantitative Reasoning co-requisite with Quantitative Reasoning

Students who placed in the lowest level math course, MATH 0003, participated automatically in our MathPath program. The first four weeks of Math Foundations I is an intensive review of basic math skills. At the end of the fourth week, students retake the math placement test in class. If they test up to Math Foundations II, and they choose to move, they are automatically enrolled in a 12-week section of Math Foundations II that begins in week 5 and continues through the end of the semester. Consistent with previous years, during the 18-19 academic year, almost 45% of students in Math Foundations I tested up and moved into Math Foundations II in week 5 of the term. Students who did not test up remained in Math Foundations I for the rest of the 16-week semester.

Students could also study on their own and retake the placement test(s) to allow them to place into college level. Resources to prepare for retesting were available through the TCC Testing Services website. Students were allowed to take the placement tests twice a semester (not including MathPath program testing).

See Appendix B for visualizations of course sequence in these three areas. Students can place into any box or set of boxes in the current course design.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite, and college-level courses (include enrollment counts, grade distribution, and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Generally, data is examined at both the course level and the student cohort level. Data are used accordingly by the departments to make appropriate changes. Note that we focus on HIST 1483 and 1493 as our Reading gateway courses as they are required for all students and used for the reading co-requisite pilot at TCC. Full grade distributions are available in Appendix C.

Table 1. Course Success Rates (percentage of students who earned a C or better in the course) for Developmental, Co-requisite, and College-level Courses

Area	Course	Summer 2018		Fall 2018		Spring 2019	
		# of Students Enrolled	Success Rate (C or Better)	# of Students Enrolled	Success Rate (C or Better)	# of Students Enrolled	Success Rate (C or Better)
Writing	ENGL 0923	8	62.5%	180	57.2%	87	56.3%
	ENGL 0933	34	70.6%	441	55.8%	246	54.1%
	ENGL 0943			287	73.2%	185	78.4%
	ENGL 1113	348	66.7%	3542	68.8%	1588	62.4%
Reading	ENGL 0903			240	55.4%	80	71.3%
	ENGL 0913	74	68.9%	696	68.8%	390	61.8%
	HIST 1483	219	74.0%	1047	63.0%	739	62.9%
	HIST 1493	364	76.6%	1727	63.1%	1503	67.1%
Math	MATH 0003	51	72.5%	443	40.2%	238	53.8%
	MATH 0013	148	59.5%	992	56.0%	744	53.6%
	MATH 0403	7	85.7%	285	68.4%	176	77.8%
	MATH 0123	41	48.8%	529	69.2%	518	67.6%
	MATH 1473	62	74.2%	573	68.9%	362	75.1%
	MATH 1513	278	55.8%	1706	59.4%	1565	68.9%

As can be seen in Table 1, developmental writing had success rates ranging from 55.8% to 78.4%. Composition I had success rates ranging from 62.4% to 68.8%. Developmental reading had success rates ranging from 55.4% to 71.3%. Gateway history courses had success rates ranging from 62.9% to 76.6%. Developmental math courses had success rates ranging from 40.2% to 72.5%. Co-requisite courses had a success rate ranging from 48.8% to 85.7%. College-level math courses had success rates ranging from 55.8% to 78.1%. Generally, students perform better in spring classes according to this data.

Of the 3,673 first-time entering, credential-seeking students in the fall 2018, 1,178 (32.1%) placed in developmental writing: 685 (18.6%) one level below college level, our co-requisite; 329 (9.0%)

placed into Writing Foundations II; and, 164 (4.5%) placed into our lowest level developmental writing, Writing Foundations I. 779 (21.2%) placed in developmental reading: 563 (16.0%) one level below college level; and, 213 (6.1%) two levels below college level. 1912 (52.1%) placed into developmental mathematics: 647 (17.6%) one level below college level, co-requisite; 434 (11.8%) two levels below college level; and, 831 (22.6%) three levels below college level. The following tables provide the enrollment and success rates for students in the Fall 2018 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2018 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental, Co-requisite, and College-level Writing Courses Based on Placement Level

		Student Placement									
		Composition I		**Co-requisite**		**Writing Foundations II**		**Writing Foundations I**		**Placement Unknown**	
Total Cohort		**2,287**	**62.3%**	**685**	**18.6%**	**329**	**9.0%**	**164**	**4.5%**	**208**	**5.7%**
ENGL 0923	Took	2	0.1%	4	0.6%	14	4.3%	118	72.0%	2	1.0%
	Earned C or better	2	100.0%	1	25.0%	9	64.3%	69	58.5%	2	100.0%
ENGL 0933	Took	13	0.6%	72	10.5%	260	79.0%	42	25.6%	6	2.9%
	Earned C or better	12	92.3%	50	69.4%	130	50.0%	20	47.6%	3	50.0%
ENGL 0943	Took	7	0.3%	294	42.9%			2	1.2%	3	1.4%
	Earned C or better	6	85.7%	218	74.1%			2	100.0%	2	66.7%
ENGL 1113 Co-Req	Took	7	0.3%	294	42.9%			2	1.2%	3	1.4%
	Earned C or better	6	85.7%	204	69.4%			2	100.0%	2	66.7%
ENGL 1113 College-level	Took	1,561	68.3%	45	6.6%	64	19.5%	4	2.4%	16	7.7%
	Earned C or better	1,096	70.2%	35	77.8%	42	65.6%	2	50.0%	15	93.8%

Of the 3,673 first-time entering, credential-seeking students in the fall of 2018, 1,561 (42.5%) took Composition I (ENGL 1113), and 1,096 (70.2%) of those students successfully completed the course. Of the 1,178 students who placed into developmental writing at any level, 428 (36.3%) took Composition I (ENGL 1113), with 285 (66.6%) of those students successfully completing the course. 118 (72.0%) of the 164 students who placed into Writing Foundations I took the course; 69 (58.5%) of those students successfully completed Writing Foundations I in their first year. 260 (79.0%) of the 329 students who placed into Writing Foundations II took the course; 130 (50.0%) of those students successfully completed Writing Foundations II in their first year. 1,561 (68.3%) of the students who were deemed college ready in writing took Composition I; 1,096 (70.2%) of those students earned a C or better in Composition I in their first year.

Table 3. Fall 2018 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental and Gateway Reading Courses Based on Placement Level

		Student Placement							
		College Level		Reading Foundations II		Reading Foundations I		Placement Unknown	
Total Cohort		**2,620**	**71.3%**	**720**	**19.6%**	**216**	**5.9%**	**117**	**3.2%**
ENGL 0903	Took	3	0.1%	14	1.9%	181	83.8%	1	0.9%
	Earned C or better	2	66.7%	9	64.3%	110	60.8%	1	100.0%
ENGL 0913	Took	16	0.6%	607	84.3%	87	40.3%	7	6.0%
	Earned C or better	13	81.3%	425	70.0%	67	77.0%	4	57.1%
HIST 1483	Took	546	20.8%	97	13.5%	12	5.6%	2	1.7%
	Earned C or better	346	63.4%	44	45.4%	7	58.3%	1	50.0%
HIST 1493	Took	1022	39.0%	160	22.2%	12	5.6%	4	3.4%
	Earned C or better	686	67.1%	74	46.3%	6	50.0%	3	75.0%

Of the 3,673 first-time entering, credential-seeking students in the fall of 2018, 1,855 (50.5%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), and 1,167 (62.9%) of those students successfully completed the course. Of the 936 students who placed into developmental reading at any level, 281 (30.0%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), with 131 (46.6%) of those students successfully completing the course. 181 (83.8%) of the 216 students who placed two levels below college level took Reading Foundations I; 110 (60.8%) of those students successfully completed Reading I in their first year. 607 (84.3%) of the 720 students who placed into Reading Foundations II took Reading Foundations II; 425 (70.0%) of those students successfully completed the course in their first year. 1,568 (59.8%) of the students who were deemed college ready in reading took Pre- or Post-civil War History; 1,032 (65.8%) of those students earned a C or better.

Table 4. Fall 2018 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental, Co-requisite, and College-level Mathematics Courses Based on Placement Level

		Student Placement									
		College Level		1 Level Below College Level		2 Levels Below College Level		3 Levels Below College Level		Placement Unknown	
Total Cohort		**1,353**	**36.8%**	**647**	**17.6%**	**434**	**11.8%**	**831**	**22.6%**	**408**	**11.1%**
MATH 0003	Took	4	0.3%	6	0.9%	2	0.5%	404	48.6%	8	2.0%
	Earned C or better	2	50.0%	2	33.3%	2	100.0%	186	46.0%	6	75.0%
MATH 0013	Took	31	2.3%	9	1.4%	349	80.4%	329	39.6%	15	3.7%
	Earned C or better	19	61.3%	7	77.8%	223	63.9%	187	56.8%	9	60.0%
MATH 0403	Took	14	1.0%	141	21.8%	11	2.5%	11	1.3%	6	1.5%
	Earned C or better	10	71.4%	81	57.4%	8	72.7%	10	90.9%	3	50.0%
MATH 1473 Co-req	Took	14	1.0%	141	21.8%	11	2.5%	11	1.3%	6	1.5%
	Earned C or better	10	71.4%	78	55.3%	7	63.6%	9	81.8%	3	50.0%
MATH 1473 College-level	Took	149	11.0%	5	0.8%					2	0.5%
	Earned C or better	116	77.9%	5	100.0%					1	50.0%
MATH 0123	Took	44	3.3%	220	34.0%	98	22.6%	38	4.6%	10	2.5%
	Earned C or better	34	77.3%	175	79.5%	67	68.4%	31	81.6%	4	40.0%
MATH 1513 Co-req	Took	44	3.3%	220	34.0%	98	22.6%	38	4.6%	10	2.5%
	Earned C or better	34	77.3%	168	76.4%	64	65.3%	28	73.7%	4	40.0%
MATH 1513 College-level	Took	444	32.8%	2	0.3%					2	0.5%
	Earned C or better	298	67.1%	0	0.0%					1	50.0%

Of the 3,673 first-time entering, credential-seeking students in the fall of 2017, 1,197 (32.6%) took either Quantitative Reasoning or Precalculus I (MATH 1473 or MATH 1513), and 825 (68.9%) of those students successfully completed the course. Of the 1,912 students who placed into developmental math at any level, 526 (27.5%) took either Quantitative Reasoning or Precalculus I, with 359 (68.3%) of those students successfully completing the course. 404 (48.6%) of the 831 students who placed three levels below college level took MATH 0003; 186 (46.0%) of those students successfully completed the course in their first year. 349 (80.4%) of the 434 students who placed two levels below college level took MATH 0013; 223 (63.9%) of those students successfully completed the course in their first year. 361 (55.8%) of the 647 students who placed one level below college level, co-requisite, took MATH 1473 or 1513; 246 (68.1%) of those students successfully completed this course in their first year. 651 (48.1%) of the students who were deemed college ready in math took MATH 1473 or 1513; 458 (70.4%) of those students earned a C or better.

Many changes have been made in the developmental placement and curriculum at TCC in the past years. In Fall 2018, 31.2% of our first-time entering cohort came in college-ready across all math, writing, and reading. This was down slightly from Fall 2017 (32.6%). Of the Fall 2018 cohort, 71.2% placed college-level in reading, 62.5% in writing, and 36.8% in math. With the scaling up of co-requisite courses for math and writing, we saw an increase in first-time entering students

completing college level math (69.6% for Fall 2018 cohort versus 62.8% for Fall 2017 cohort) and completing Composition I (72.1% for Fall 2018 cohort versus 68.2% for Fall 2017 cohort) in their first academic year.

Few changes were implemented in these areas during the 2018-19 academic year. Co-requisite at scale for math and writing were implemented in Fall 2018. Training for faculty teaching co-requisite and developmental courses was continued for math and piloted for writing. The math faculty worked during the year to develop an implementation plan to begin using high school GPA as a primary placement tool, rather than a multiple measure used on top of a required test. This has gone into effect for students testing for the 2019-20 academic year. The English faculty developed a plan to scale up mandatory training for faculty teaching co-requisite writing, and continued researching best practices in developing co-requisite reading courses.

Section II –General Education Assessment

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

Because our certificate programs and many of our AAS programs do not require the entire General Education series of coursework, at TCC we distinguish between General Education and Institutional Learning Outcomes (ILOs).

The (ILOs) are the umbrella under which all degree/certificate, program, and course-level outcomes are housed and express a shared, college-wide articulation of expected learning for credential recipients. Students acquire knowledge, skills, behaviors, and attitudes through their coursework and in co-curricular activities. Academic program faculty are expected to collect, analyze, and report data for each of the four ILOs through coursework within their program. This data is collected typically by embedded assessments within the curriculum. However, some programs use standardized exams as required by their program accrediting bodies. Student Affairs also collect, analyze, and report data to determine the extent to which students acquire these same attributes through co-curricular activities or student services that align with the ILOs. As explained in the approved assessment plan, academic year 2017-18 was data collection for Communication Skills (ILO #1).

Upon graduation from TCC, students will have achieved proficiency in the following four ILOs, that were approved by our CAO in Fall 2016.

1. Communication Skills - Graduates will be able to exchange information or ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.
2. Critical Thinking - Graduates will be able to evaluate existing information in order to form judgements, raise new questions, and/or implement creative and effective solutions.

3. Personal Responsibility - Graduates will be able to implement the skills necessary for physical, financial, mental, and/or emotional well-being.
4. Social Responsibility - Graduates will be able to evaluate one's ethics and traditions in relation to others in order to respectfully interact with diverse groups.

The timeline for the three-year cycle of data collection (DC), data analysis and evaluation (A&E), and change implementation (IC) for the ILOs is outlined the table below. During academic year 2018-19, we re-evaluated our timeline for assessment of these ILOs. The new timeline is presented below. This allows for more time to implement changes and allows for more focus on each step for each ILO.

Table 5. Timeline for Assessment of TCC's Four Institutional Learning Outcomes.

PLOs Aligned with ILOs	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Communication Skills	DC	AP	IC		DC	AP	IC
Critical Thinking		DC	AP	IC			DC
Personal Responsibility				DC	AP	IC	
Social Responsibility				DC	AP	IC	
Additional PLOs	Program Faculty identify in program assessment plan which years to report Program Learning Outcomes that do not align with one of the four ILOs.						

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

Assessment data were collected for Critical Thinking (ILO #2) during the 2018-19 academic year. Additionally, we collected indirect assessment data through the end-of-term course feedback surveys for all four ILOs.

Direct assessment data for ILO #2 were collected by departments within courses as outlined in each program's approved Program Assessment Plan. Students enrolled in courses that taught critical thinking as part of a program assessment plan were assessed using measures designed and administered by the faculty teaching those courses. In some situations, primarily specialized accredited programs, measures included standardized exams or tools.

For the indirect assessment of all four ILOs, all students in all courses received an invitation to complete course feedback surveys through their course site in Blackboard. The anonymous survey was made available through a link in the invitation email as well as a link directly in the course site. The survey included four Likert-type questions related to the ILOs:

1. This course helped me develop my communication skills.
2. This course helped me develop my critical thinking skills.

3. This course helped me develop my sense of personal responsibility.
4. This course helped me develop my sense of social responsibility.

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

As stated above, direct assessments of communication skills was primarily conducted through course assessments. As such, the assessments were usually a required assignment within the course worth a grade toward their final course grade. End-of-term feedback surveys were administered online via Blackboard. No incentive was provided for the students, only reminder emails.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

During the 2018-19 academic year, data was collected by programs on critical thinking. As shown in Table 5, faculty within those programs will discuss the collected data for critical thinking during AY 2019-20 and plan instructional changes. In addition, faculty evaluated their data for communication skills (ILO #1). Plans were developed and will be put into action during the 2019-20 academic year. Changes that occurred during the AY 2018-19 included changes to learning outcomes and assessment methods, as well as changes to which courses were offered within programs. These curriculum changes are available in Appendix D.

TCC's general education program is undergoing a complete review to ensure alignment with the institutional learning outcomes, mission of the institution, and priorities of our business advisory boards and four-year transfer partners. Eventually, data will be collected on the four ILOs within the general education curriculum as a program.

Analyses and Findings

II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

Direct assessment data were collected during AY 2018-19 for TCC's Institutional Learning Outcome (ILO) #2: Critical Thinking. Faculty were free to select a course-embedded assessment measure to assess course-level learning outcomes that support the ILO of Critical Thinking. The data for the institution overall and by course discipline can be found in Table 6. The data were submitted at the instructor level, and were shared with departments as well as Deans and Department Chairs to assist program faculty in making improvements to their instruction, curriculum, and other processes.

In certain situations, multiple course learning outcomes (CLOs) were assessed per course. Therefore, the numbers in the table below reflect the number of assessments given. It is likely that some students were assessed multiple times within a discipline, depending on how many CLOs were assessed in a class, and how many classes in that discipline a student took in Fall 2018 and Spring 2019.

Table 6. Number and Percentage of Successfully Completed Communication Skills Assessments by Discipline for Academic Year 2018-19

Discipline	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Disciplines	**42,220**	**36,056**	**85.4%**
Accounting	1159	872	75.2%
Allied Health	N/A	N/A	N/A
American Sign Language	41	37	90.2%
Art	373	320	85.8%
Astronomy	N/A	N/A	N/A
Aviation Sciences Technology	64	64	100.0%
Biology	4,649	3,668	78.9%
Biomedical Equipment Technology	N/A	N/A	N/A
Biotechnology	203	169	83.3%
Business	614	542	88.3%
Cardiovascular Technology	197	197	100.0%
Chemistry	853	611	71.6%
Child Development	698	622	89.1%
Communication	1,110	1,055	95.0%
Computer Information Systems	3,503	3,009	85.9%
Criminal Justice	197	171	86.8%
Dental Hygiene	182	180	98.9%
Diagnostic Medical Sonography	212	201	94.8%
Digital Media	66	42	63.6%
Drafting and Engineering Technology	224	189	84.4%
Economics	356	253	71.1%
Electronics Technology	435	421	96.8%
Engineering	716	606	84.6%
English	1,961	1,620	82.6%
Fire and Emergency Medical Services	62	62	100.0%
French	11	10	90.9%
Geography	N/A	N/A	N/A
Geology	42	38	90.5%
Health Information Technology	245	197	80.4%
History	1,582	1,289	81.5%
Human Resources	34	31	91.2%
Human Services	155	128	82.6%

Discipline	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
Humanities	386	317	82.1%
Information Technology Convergence	N/A	N/A	N/A
Interior Design	280	264	94.3%
Interpreter Education	41	37	90.2%
Japanese	20	18	90.0%
Journalism/Mass Communication	52	52	100.0%
Management	177	147	83.1%
Marketing	224	205	91.5%
Mathematics	3,099	2,433	78.5%
Medical Laboratory Technology	397	345	86.9%
Music	244	204	83.6%
Native American Studies	N/A	N/A	N/A
Nursing	6,232	5,341	85.7%
Occupational Therapy Assistant	806	780	96.8%
Paralegal	134	115	85.8%
Pharmacy Technology	406	360	88.7%
Philosophy	223	192	86.1%
Physical Education	N/A	N/A	N/A
Physical Therapy Assistant	1,330	1,321	99.3%
Physics	139	107	76.9%
Political Science	2,171	1,800	82.9%
Psychology	3,570	2,913	81.6%
Quality Technology	N/A	N/A	N/A
Radiography	489	488	99.8%
Religious Studies	N/A	N/A	N/A
Respiratory Care	432	432	100.0%
Sociology	610	518	84.9%
Spanish	25	25	100.0%
Theatre	338	319	94.4%
Veterinary Technology	440	378	85.9%
World Languages	11	10	90.9%

Additionally, indirect assessment data was collected during the 2018-19 academic year using the end-of-course feedback surveys. This anonymous, online survey included one question per Institutional Learning Outcome. The data for the institution overall and by course discipline can be found in Table 7. This data were provided at instructor level, course level, and discipline level to the Deans and Department Chairs to assist program faculty in making improvements to their

curriculum. As an institution, across all courses, the average for all four ILOs is above a 4.0 on a 5-point scale, with the exception of communications skills. We scored the highest on critical thinking skills and social responsibility However, it should be noted that for some disciplines, response rates were low. TCC is working on ways to improve the response rate on these surveys.

Table 7. Means and Standard Deviations for ILO Development in the Summer 2018, Fall 2018, and Spring 2019 Semesters Combined

Discipline	Count of Respondents	This course helped me develop my (sense of)… Communication Skills	Critical Thinking Skills	Personal Responsibility	Social Responsibility
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
All Subjects Combined	***25,691***	***3.97 (1.198)***	***4.25 (1.115)***	***4.02 (1.184)***	***4.26 (1.106)***
Accounting	357	3.60 (1.161)	4.34 (0.93)	3.72 (1.183)	4.20 (1.053)
Allied Health	403	4.17 (1.060)	4.41 (0.969)	4.10 (1.057)	4.43 (0.991)
Art	208	3.81 (1.175)	4.11 (1.116)	3.71 (1.182)	4.12 (1.095)
American Sign Language Ed	208	4.63 (0.928)	4.37 (1.069)	4.50 (0.958)	4.40 (1.007)
Astronomy	70	3.94 (0.946)	4.36 (0.885)	3.96 (1.042)	4.39 (0.997)
Aviation Sciences Technology	93	4.32 (1.013)	4.52 (0.928)	4.24 (1.004)	4.49 (0.916)
Biology	2,421	3.89 (1.197)	4.22 (1.125)	4.06 (1.140)	4.32 (1.074)
Biotechnology	48	4.23 (1.057)	4.50 (0.923)	4.04 (1.129)	4.46 (0.874)
Biomedical Equipment Technology	2	4.50 (0.707)	4.50 (0.707)	4.50 (0.707)	4.50 (0.707)
Business	340	4.12 (1.081)	4.28 (1.025)	4.06 (1.106)	4.38 (0.956)
Chemistry	608	3.52 (1.234)	4.09 (1.219)	3.64 (1.235)	4.04 (1.162)
Child Development	360	4.26 (1.054)	4.47 (0.952)	4.46 (0.975)	4.53 (0.923)
Chinese	4	3.75 (1.893)	3.25 (2.062)	2.75 (1.500)	4.00 (2.000)
College Experience	971	3.71 (1.396)	3.77 (1.401)	3.81 (1.415)	3.95 (1.399)
Communication	732	4.37 (1.154)	4.07 (1.192)	4.05 (1.228)	4.18 (1.176)
Criminal Justice	98	3.88 (1.341)	4.27 (1.231)	4.08 (1.298)	4.13 (1.337)
CSCI Computer Info Systems	703	3.61 (1.220)	4.06 (1.135)	3.53 (1.243)	4.06 (1.160)
CSYS Computer Info Systems	226	3.74 (1.131)	4.31 (1.007)	3.60 (1.104)	4.09 (1.065)
Cardiovascular Technology	57	4.60 (0.821)	4.81 (0.611)	4.70 (0.626)	4.79 (0.526)
Digital Media	171	4.02 (1.090)	4.33 (0.945)	3.95 (1.121)	4.49 (1.008)
Dental Hygiene	193	4.41 (0.886)	4.61 (0.797)	4.58 (0.833)	4.68 (0.791)
Diagnostic Medical Sonography	114	4.41 (0.807)	4.78 (0.456)	4.44 (0.863)	4.56 (0.704)
Drafting/Computer-Aided Design	39	3.49 (0.997)	4.26 (0.910)	3.54 (1.120)	3.97 (1.063)
Economics	470	4.02 (1.078)	4.45 (0.926)	4.24 (1.066)	4.45 (0.999)
Electronics Technology	48	4.02 (0.978)	4.54 (0.849)	3.98 (1.000)	4.23 (1.036)
Emergency Medical Services Pro	50	4.00 (1.212)	4.34 (1.042)	4.00 (1.161)	4.00 (1.125)
English	3,631	4.13 (1.187)	4.27 (1.148)	4.03 (1.208)	4.25 (1.151)
Engineering	217	3.75 (1.180)	4.19 (1.105)	3.82 (1.202)	4.09 (1.125)

Discipline	Count of Respondents	This course helped me develop my (sense of)…			
		Communication Skills	Critical Thinking Skills	Personal Responsibility	Social Responsibility
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Engineering Technology	73	4.22 (1.031)	4.36 (1.005)	4.16 (1.080)	4.27 (1.170)
ESLA English as a Second Lang	62	4.42 (1.287)	4.39 (1.285)	4.15 (1.389)	4.23 (1.384)
ESLN English as a Second Lang	18	4.61 (1.195)	4.50 (1.200)	4.44 (1.247)	4.50 (1.200)
Fire & Emergency Medical Svcs	58	4.14 (1.235)	4.34 (1.117)	4.47 (0.977)	4.47 (1.063)
French	76	4.67 (0.823)	4.45 (0.823)	4.08 (0.990)	4.49 (0.856)
Geography	141	3.94 (1.097)	4.3 (0.991)	4.09 (1.156)	4.26 (1.078)
Geology	24	3.83 (1.129)	4.29 (0.955)	4.38 (1.013)	4.50 (0.933)
Geographic Information Systems	11	3.91 (1.300)	4.27 (1.191)	3.55 (1.214)	3.64 (1.286)
Health, Human Perf & Phys Ed	78	4.23 (0.911)	4.49 (0.922)	4.47 (0.950)	4.56 (1.027)
History	1,567	3.65 (1.285)	4.04 (1.259)	3.89 (1.258)	4.13 (1.201)
Health Information Technology	202	3.97 (1.065)	4.32 (0.925)	4.09 (0.985)	4.29 (0.935)
Human Resources	60	4.48 (0.833)	4.60 (0.718)	4.38 (0.825)	4.43 (0.789)
Human Services	232	4.40 (1.104)	4.41 (1.162)	4.48 (1.136)	4.46 (1.100)
Humanities	655	3.79 (1.288)	4.08 (1.253)	3.89 (1.278)	4.06 (1.242)
Interpreter Education	61	4.62 (0.799)	4.67 (0.769)	4.62 (0.879)	4.70 (0.76)
Interior Design	72	4.25 (1.148)	4.53 (1.021)	4.15 (1.171)	4.33 (1.126)
Italian	11	4.91 (0.302)	4.36 (0.924)	4.27 (0.905)	4.45 (0.820)
Information Tech Convergence	14	4.43 (0.756)	4.43 (0.756)	4.00 (0.784)	4.36 (0.745)
Japanese	33	4.58 (0.830)	4.39 (0.827)	4.12 (0.992)	4.21 (0.960)
Journalism & Mass Communication	3	5.00 (0.000)	5.00 (0.000)	4.67 (0.577)	4.67 (0.577)
Latin	5	4.20 (0.837)	4.40 (0.894)	3.80 (1.095)	3.80 (1.095)
Mathematics	2,788	3.63 (1.247)	4.26 (1.118)	3.72 (1.236)	4.20 (1.123)
Mass Communication	35	3.17 (1.581)	3.09 (1.616)	3.29 (1.582)	3.46 (1.502)
Medical Laboratory Technology	62	4.19 (1.114)	4.37 (1.120)	4.18 (1.094)	4.45 (1.051)
Management	107	4.35 (1.001)	4.52 (0.915)	4.32 (1.024)	4.48 (0.945)
Marketing	97	4.15 (1.167)	4.33 (1.028)	4.07 (1.139)	4.24 (1.018)
Music	201	4.14 (1.118)	4.33 (1.069)	3.92 (1.218)	4.26 (1.185)
Native American Studies	29	4.28 (0.960)	4.62 (0.728)	4.72 (0.591)	4.72 (0.528)
Nursing	1,287	4.56 (0.770)	4.65 (0.715)	4.58 (0.760)	4.64 (0.696)
Occupational Therapy Assistant	155	4.12 (0.983)	4.36 (0.953)	4.28 (0.945)	4.31 (1.042)
Physical Education	33	3.91 (1.331)	3.97 (1.311)	4.03 (1.311)	4.39 (1.273)
Philosophy	174	4.20 (1.064)	4.56 (0.807)	4.30 (0.926)	4.34 (0.934)
Pharmacy Technology	46	4.43 (1.003)	4.54 (0.912)	4.57 (0.910)	4.65 (0.849)
Physical Science	119	3.88 (1.059)	4.31 (0.909)	4.04 (1.085)	4.29 (0.960)
Physical Therapist Assistant	140	4.36 (0.867)	4.56 (0.859)	4.44 (0.842)	4.56 (0.770)
Physics	336	3.67 (1.165)	4.28 (1.082)	3.72 (1.171)	4.07 (1.111)

Discipline	Count of Respondents	This course helped me develop my (sense of)…			
		Communication Skills	Critical Thinking Skills	Personal Responsibility	Social Responsibility
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Paralegal	54	4.33 (1.028)	4.48 (0.906)	4.20 (1.122)	4.46 (0.985)
Political Science	1,101	3.76 (1.238)	4.11 (1.174)	4.10 (1.180)	4.15 (1.140)
Portuguese	2	5.00 (0.000)	5.00 (0.000)	5.00 (0.000)	5.00 (0.000)
Psychology	1,303	3.97 (1.158)	4.20 (1.107)	4.06 (1.163)	4.25 (1.089)
Quality Control Technology	23	4.43 (0.945)	4.52 (0.947)	4.26 (1.054)	4.39 (1.033)
Radiography	100	4.27 (1.196)	4.46 (1.201)	4.37 (1.134)	4.54 (1.077)
Religious Studies	64	4.16 (0.859)	4.44 (0.889)	4.11 (0.961)	4.14 (0.924)
Respiratory Care	253	4.29 (1.035)	4.43 (1.000)	4.34 (0.994)	4.44 (0.973)
Sociology	416	3.99 (1.154)	4.29 (1.034)	4.33 (1.058)	4.33 (1.057)
Spanish	226	4.61 (0.848)	4.45 (0.894)	4.18 (1.097)	4.35 (0.997)
Theatre	125	4.32 (0.903)	4.15 (1.008)	4.19 (0.895)	4.35 (0.765)
Veterinary Technology	117	4.14 (1.025)	4.44 (0.895)	4.19 (1.017)	4.47 (0.886)

II-6. How is student performance tracked into subsequent semesters and what were the findings?

Many programs, especially those with national accreditation bodies, require students to apply for admission, maintain satisfactory progress, and take nationally or regionally standardized certification or licensure exams near or upon graduation. The progress of these students is monitored by advisors and program faculty throughout their time at TCC.

As part of our strategic planning and pathways work, the Institutional Research & Assessment office conducts annual data analysis that examines progress of our first-time entering, credential seeking cohorts. This analysis includes calculating developmental placement rates, fall-to-fall retention rates, first-year remediation success rates, first-year credit earning rates, three-year graduation rates, and three-year success rates (graduate and/or transfer to a four-year institution). The developmental placement rates for the Fall 2018 cohort was 68.0%, compared to 66.2% for the Fall 2017 cohort. Fall-to-fall retention rate was 62.1% for the Fall 2018 first-time, full-time cohort, up from 57.0% for the Fall 2017 cohort. First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) for Fall 2018 was up almost 13% from Fall 2017 (33.1% vs. 20.4%). In the Fall 2018 first-time, full-time cohort, 36.4% completed at least 24 college credits within their first year. This is compared to 41.3% for Fall 2017 students. The three-year graduation rate for full-time students in the Fall 2016 cohort was 19.3%, up from 18.7% for Fall 2015 cohort students. Three-year success rate (percent of first-time, full-time cohort who graduates from TCC and/or transfers to a four-year institution within three years) for the Fall 2016 cohort was 36.0%, which remained steady from 35.9% for the Fall 2015 cohort. Much of our student success leading and lagging indicators have been disaggregated by gender and/or race/ethnicity for multiple studies throughout the institution. This data analysis is being used in our Equity Scorecard project as well as has been used to design other projects and initiatives across the institution.

In addition, the IR&A office conducts multiple annual analyses for different programs or initiatives across the institution. TCC annually updates the Tulsa Achieves Scorecard to track college readiness, success in gateway courses, retention rates, graduation and transfer rates, and volunteer service. Consistently, Tulsa Achieves students perform better than their non-TA peers on all variables listed above. We find similar results when analyzing concurrent student success variables. Students who attended TCC as concurrent students are consistently better performers than their non-concurrent student peers. Finally, we also track students who take our College Success course versus those who do not. Consistently, students who take the course perform significantly better than those who do not, even if they do not successfully complete the course. Data from these different reports, and many others, can be found on TCC's IR&A website.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

As outlined above, direct assessment data was collected for our ILO #2: Critical Thinking during the 2018-19 academic year. This year, faculty are examining those results and deciding on any possible changes they want to implement next year. They are also implementing the changes they decided on while reviewing data on communication skills (ILO #1) during the 2017-18 academic year. Next year's assessment report, we will be able to report on changes faculty have proposed as a result of these data.

Data collected during the 2017-18 academic year were focused on communication skills. The data were discussed during the 2018-19 academic year, and action plans were developed. The changes are being implemented this year and are very decentralized – faculty at an individual level and discipline level made these decisions. Some examples of changes include incorporating more formative assessment in order to better support student mastery, providing more learning and assessment opportunities that showcase communication skills, and more intentional training of adjunct faculty.

In addition, as mentioned above, we have a General Education Committee under the guidance of our General Education Coordinator (a faculty member with reassigned time dedicated to general education program work). This committee has been tasked with streamlining our general education requirements and offerings to align better with our university transfer partners and workforce needs. Part of this work will also be to ensure that for a course to make the general education list, faculty must incorporate the active development of all four ILOs in the course's curriculum.

Changes made to overall program curriculum (course suppression, deletion, or addition) have been proposed throughout the year based some on the assessment work being done within the departments. These curriculum changes are outlined in Appendix D.

Section III – Program Outcomes

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

During the 2017-18 academic year, faculty built the alignment between course learning outcomes and program learning outcomes. Thus, data was reported for ILO #2 (critical thinking) during the 18-19 academic year. For all programs that completed data collection at the program level for critical thinking, over 70% of assessments were successfully completed. The majority of assessment results ranged between the 80% and 100%.

Table 8. Program Learning Outcomes results for Institutional Learning Outcome #2: Critical Thinking.

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
AA Social Science: Paralegal	134	112	83.9%
AAS Acct Assoc: Acct Spec	48	40	83.3%
AAS Acct Assoc: Software Spec	48	40	83.3%
AAS Business		0	
AAS IT: Networking/Cloud Comp	802	696	86.8%
AAS IT: Information Technology	976	832	85.2%
AAS IT: Programming	1036	891	86.0%
AAS IT: Systems Support Tech	590	501	84.9%
AAS IT: Web Development	506	419	82.8%
AAS Business: Human Resources	34	31	91.2%
AAS Business: Management	177	147	83.1%
AAS Business: Marketing	224	205	91.5%
AAS Paralegal	134	112	83.9%
AS Business Administration	2622	2158	82.3%
AS Computer Info Systems	585	517	88.4%
AS Enterprise Development		0	
AS International Business	2622	2158	82.3%
AS Marketing	154	139	90.3%
CER Acct: Income Tax Spec	1427	1113	78.0%
CER Acct: Payroll Admin Spec	1475	1153	78.2%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
CER Acct: Acct Software Spec	1,475	1153	78.2%
CER Acct: Acct Specialist	1475	1153	78.2%
CER Acct: Acct Assistant	1427	1113	78.0%
CER Business	215	185	86.0%
CER Business Computer User		0	
CER IT: Business Appl Spec	1455	1192	81.9%
CER IT: Programming	564	500	88.7%
CER IT: Systems Support Tech	904	797	88.2%
CER IT: Web Development	820	707	86.2%
CER Human Resources	34	31	91.2%
CER Project Management		0	
AA Pre-Education: Elementary		0	
AAS Child Dev: Early Childhood	77	60	77.9%
AS Child Dev: Family/Community	29	24	82.8%
AS Child Dev: Human/Family_NSU	29	24	82.8%
AS Child Dev: Early Chd Ed_NSU	472	419	88.8%
AS Child Dev: Early Chd Ed_OU	325	290	89.2%
CER Child Dev: Cred Prep_CDA		0	
CER Child Dev: Cert of Mastery	84	77	91.7%
AAS Aviation Sciences: ATC	7	7	100.0%
AAS Aviation Sci: Management	1525	1339	87.8%
AAS Aviation Sci: Prof Pilot		0	
AAS ELET: Biomed Equipment	428	400	93.5%
AAS ELET: Elect Technologist	44	44	100.0%
AAS ELET: Elect Substation	30	27	90.0%
AAS FEMS Firefighter/EMT	70	70	100.0%
AAS Engr Tech: Draft & Design	56	45	80.4%
AAS Engr Tech: Manufacturing	148	144	97.3%
CER Engr Tech: Quality Tech	88	81	92.0%
AAS Fire/Emerg Med Svcs Tech	70	70	100.0%
AAS Healthcare Spec/Paramedic	12	12	100.0%
AS Computer Engineering	252	184	73.0%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
AS Electrical Engineering	191	158	82.7%
AS Engineer: Elect Eng Tech		0	
AS Engineering: Mech Engr	33	33	100.0%
CER Aircraft Dispatch		0	
CER Draft & Design Eng Tech	157	135	86.0%
CER Electronics Tech: Biomed	428	400	93.5%
CER Electronics Technician		0	
CER Fire/Emergency Medic Svcs		0	
CER Healthcare Spec/Paramedic	70	70	100.0%
CER Geographic Info Systems	37	37	100.0%
CER Healthcare Spec/Paramedic	70	70	100.0%
CER Quality Technology	88	81	92.0%
AAS Cardiovascular Technology	24	24	100.0%
AAS Dental Hygiene	364	359	98.6%
AAS Diagnostic Med Sonography	52	52	100.0%
AAS Health Information Tech	109	89	81.7%
AAS Medical Laboratory Tech	146	125	85.6%
AAS Nursing	23,000	18952	82.4%
AAS Occupational Therapy Asst	82	69	84.1%
AAS Physical Therapist Assist	156	156	100.0%
AAS Radiography	104	104	100.0%
AAS Respiratory Care	432	432	100.0%
AAS Veterinary Technology	119	88	73.9%
CER Hlth Inf Tech Coding Reimb	226	184	81.4%
CER Med Lab Tech: Phlebotomy	82	77	93.9%
CER Pharmacy Technology	52	48	92.3%
AA ASL: Deaf Education	84	61	72.6%
AA ASL: Interpreter Education	201	155	77.1%
AA Comm Arts: Communication	32	32	100.0%
AA Communications: English	274	243	88.7%
AA Communications: Interpr Edu	41	37	90.2%
AA Comm: Electronic/Broadcast	28	28	100.0%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
AA Comm: Strategic Comm	28	28	100.0%
AA English	57	52	91.2%
AA Enterprise Dev: Gen Studies		0	
AA World Languages: French	8	7	87.5%
AA World Languages: German		0	
AA World Languages: Italian		0	
AA World Languages: Japanese	20	18	90.0%
AA World Languages: Spanish	16	16	100.0%
AA Liberal Arts: Amer Studies		0	
AA Liberal Arts: Native Amer		0	
AA Liberal Arts	633	526	83.1%
AA Social Science: Cr Justice	25	21	84.0%
AA Social Science: History	109	96	88.1%
AA Social Science: Humanities		0	
AA Social Science: Journalism		0	
AA Social Science: Pol Sci	1091	930	85.2%
AA Social Science: Psychology	73	69	94.5%
AA Social Science: Rel Studies		0	
AA Social Science: Sociology	193	174	90.2%
AAS Interpreter Education	41	37	90.2%
AAS Human Services	33	32	97.0%
AS Human Serv: Chld/Fam Svcs	100	98	98.0%
AS Human Serv: PreSocial Work	78	63	80.8%
CER World Languages: French	11	10	90.9%
CER World Languages: Spanish	26	26	100.0%
CER World Languages: Span Int	9	9	100.0%
CER World Languages: Span Tran	9	9	100.0%
AA Pre-Education: Physical Edu		0	
AS Biotechnology	17	15	88.2%
AS Environ Sci/Nat Resources	29	26	89.7%
AS Health/Human Performance	13	10	76.9%
AS: Pre-Nursing	472	394	83.5%
AS Mathematics	733	518	70.7%
AS Nutritional Sciences	645	545	84.5%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
AS Pre_Pharmacy	120	93	77.5%
AS Pre-Hlth Sci: Dent/Med/Opt	472	394	83.5%
AS Pre-Health Sci: Med Imaging	472	394	83.5%
AS Pre-Health Sci: Occ Therapy	472	394	83.5%
AS Pre-Health Sci: Phys Therap	472	394	83.5%
AS Pre-Health Sci: Pre-Vet Med	472	394	83.5%
AS Biology	423	320	75.7%
AS Chemistry	252	184	73.0%
AS Geology	42	38	90.5%
AS Physics	139	107	77.0%
CER Biotechnology	15	13	86.7%
AA Art	27	25	92.6%
AA Liberal Arts: Film Emphasis		0	
AA Music	125	102	81.6%
AA: Theatre	18	18	100.0%
AAS Digital Media	8	7	87.5%
AAS Interior Design	11	11	100.0%
CER Digital Media	66	42	63.6%

In addition, many of our programs annually report the pass rates of their students on third-party licensure and certification exams. These data are included in Table 9. TCC's overall licensure pass rate was down slightly for the 2018-19 academic year (89.0%) compared to the previous academic year (90.3%).

Table 9. Third-Party Exam Results for TCC Students during the 2018-19 Academic Year.

Program	School	Pass	Total	% Pass Rate
Aviation	Engineering, Aviation & Public Service	29	32	90.6%
Cardiovascular Technology	Allied Health	11	11	100.0%
Child Development	Child Development & Education			Not available
Dental Hygiene - Written (national)	Allied Health	13	14	92.9%
Dental Hygiene - WREB (state - clinical)	Allied Health	14	14	100.0%
Dental Hygiene - State (Oklahoma Jurisprudence)	Allied Health	14	14	100.0%
Diagnostic Medical Sonography	Allied Health	31	33	93.9%
Digital Media - Adobe	Visual & Performing Arts	17	23	73.9%

Program	School	Pass	Total	% Pass Rate
Health Information Technology	Allied Health	6	7	85.7%
Medical Laboratory Technology	Allied Health	12	12	100.0%
Nursing	Nursing	171	189	90.5%
Occupational Therapy Assistant	Allied Health	18	18	100.0%
Paralegal	Business & Information Technology			Not available
Pharmacy Technology	Allied Health	17	18	94.4%
Physical Therapist Assistant	Allied Health	21	21	100.0%
Radiography Technology	Allied Health	18	25	72.0%
Respiratory Therapy	Allied Health	14	21	66.7%
Veterinary Technology	Allied Health	13	19	68.4%
Overall TCC Pass Rate		**419**	**471**	**90.3%**

During the 2018-19 academic year, a total of 2,781 degrees and certificates were awarded, up from 2,575 in 2017-18. These awards are broken down by program in Table 10 below.

Table 10. Graduates by Major for 2018-19.

School	Program Code	Program Description	Summer 2018	Fall 2018	Spring 2019	Total
Total			**508**	**972**	**1,301**	**2,781**
Allied Health	AAS_CVS_CVTC	AAS Cardiovascular Technology			11	**11**
Allied Health	AAS_DHG_DHYG	AAS Dental Hygiene			14	**14**
Allied Health	AAS_DMS_DMSA	AAS Diagnostic Med Sonography			13	**13**
Allied Health	AAS_HIT_HIMR	AAS Health Information Tech	5			**5**
Allied Health	AAS_MLT_MLTC	AAS Medical Laboratory Tech	15			**15**
Allied Health	AAS_OTA_OCTA	AAS Occupational Therapy Asst			22	**22**
Allied Health	AAS_PTA_PTHA	AAS Physical Therapist Assist	25	1		**26**
Allied Health	AAS_RAD_RADT	AAS Radiography			25	**25**
Allied Health	AAS_RSP_RESP	AAS Respiratory Care		1	25	**26**
Allied Health	AAS_VET_VETT	AAS Veterinary Technology			19	**19**
Allied Health	CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	6			**6**
Allied Health	CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy		21	12	**33**
Allied Health	CER_PHT_PHTC	CER Pharmacy Technology		18	12	**30**
Business & Information Technology	AA_PLG_PALG	AA Paralegal Studies	2	1		**3**
Business & Information Technology	AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec		1	7	**8**
Business & Information Technology	AAS_ACC_ACSS	AAS Acct Assoc: Software Spec	1			**1**
Business & Information Technology	AAS_BUS_BUSN	AAS Business	4	5	3	**12**
Business & Information Technology	AAS_BUS_BADC	AAS Business: Admin Careers	1		2	**3**
Business & Information Technology	AAS_BUS_BHCO	AAS Business: Healthcare Bus Ops		2		**2**
Business & Information Technology	AAS_BUS_BHGA	AAS Business: Hospitality Mgmt	1			**1**
Business & Information Technology	AAS_BUS_BHRE	AAS Business: Human Resources			1	**1**
Business & Information Technology	AAS_BUS_BMGT	AAS Business: Management		1	2	**3**
Business & Information Technology	AAS_BUS_BMKT	AAS Business: Marketing			3	**3**
Business & Information Technology	AAS_HR_HRES	AAS Human Resources	3	3	2	**8**

School	Program Code	Program Description	Summer 2018	Fall 2018	Spring 2019	Total
Business & Information Technology	AAS_CIS_CSIT	AAS IT: Information Technology	3	4	10	**17**
Business & Information Technology	AAS_CIS_CSCN	AAS IT: Networking/Cloud Comp	1	2	1	**4**
Business & Information Technology	AAS_CIS_CSPR	AAS IT: Programming		1	1	**2**
Business & Information Technology	AAS_CIS_CSSS	AAS IT: Systems Support Tech	1	1		**2**
Business & Information Technology	AAS_CIS_CSWD	AAS IT: Web Development				**0**
Business & Information Technology	AAS_MKT_MKTG	AAS Marketing		2	1	**3**
Business & Information Technology	AAS_PLG_PLEG	AAS Paralegal	3	1		**4**
Business & Information Technology	AS_BUS_BADM	AS Business Administration	47	89	119	**255**
Business & Information Technology	AS_BUS_ACCT	AS Business: Accounting	18	19	10	**47**
Business & Information Technology	AS_BUS_MGMT	AS Business: Management	5	4	7	**16**
Business & Information Technology	AS_BUS_MIS	AS Business: Mgmt Info Systems	1	2	2	**5**
Business & Information Technology	AS_CIS_CISA	AS Computer Info Systems	17	26	27	**70**
Business & Information Technology	AS_ENT_EDST	AS Enterprise Development	1	64	116	**181**
Business & Information Technology	AS_INB_INBU	AS International Business	1	2		**3**
Business & Information Technology	AS_MKT_MKTS	AS Marketing	3	11	6	**20**
Business & Information Technology	AS_MKT_MKAD	AS Mktg: Merchandising			1	**1**
Business & Information Technology	CER_ACC_ACTA	CER Acct: Acct Assistant				**0**
Business & Information Technology	CER_ACC_ACSA	CER Acct: Acct Software Spec		1		**1**
Business & Information Technology	CER_ACC_ACSP	CER Acct: Acct Specialist		1	1	**2**
Business & Information Technology	CER_ACC_ACIT	CER Acct: Income Tax Spec		2		**2**
Business & Information Technology	CER_ACC_ACPA	CER Acct: Payroll Admin Spec	1	5	2	**8**
Business & Information Technology	CER_BUS_BDMC	CER Business	27	1	2	**30**
Business & Information Technology	CER_CIS_BCUC	CER Business Computer User	15	6	28	**49**
Business & Information Technology	CER_HR_HRCE	CER Human Resources	1		2	**3**
Business & Information Technology	CER_CIS_CSBS	CER IT: Business Appl Spec				**0**
Business & Information Technology	CER_CIS_CSLC	CER IT: Networking/Cloud Compu				**0**
Business & Information Technology	CER_CIS_CSPC	CER IT: Programming		2	1	**3**
Business & Information Technology	CER_CIS_CSSC	CER IT: Systems Support Tech				**0**
Business & Information Technology	CER_CIS_CWDC	CER IT: Web Development				**0**
Business & Information Technology	CER_PRM_PRMC	CER Project Management	4	3	3	**10**
Engineering, Aviation, & Public Service	AA_EDU_EDUC	AA Pre-Education: Elementary	14	8	10	**32**
Engineering, Aviation, & Public Service	AA_SOC_CRJT	AA Social Science: Cr Justice	4	4	19	**27**
Engineering, Aviation, & Public Service	AAS_AVS_AVMG	AAS Aviation Sci: Management		2		**2**
Engineering, Aviation, & Public Service	AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot	1	2		**3**
Engineering, Aviation, & Public Service	AAS_AVS_AIRT	AAS Aviation Sciences: ATC	1	1	5	**7**
Engineering, Aviation, & Public Service	AAS_CHD_CDIR	AAS Child Dev: Center Director	2		1	**3**
Engineering, Aviation, & Public Service	AAS_CHD_CDED	AAS Child Dev: Early Childhood	2	5	9	**16**
Engineering, Aviation, & Public Service	AAS_CHD_CDIT	AAS Child Dev: Infant/Toddler	2	2	1	**5**
Engineering, Aviation, & Public Service	AAS_ELE_ELBM	AAS ELET: Biomed Equipment				**0**
Engineering, Aviation, & Public Service	AAS_ELE_ELST	AAS ELET: Elect Substation	1	1	1	**3**
Engineering, Aviation, & Public Service	AAS_ELE_ELET	AAS ELET: Elect Technologist		1	2	**3**
Engineering, Aviation, & Public Service	AAS_ENG_DRAF	AAS Engr Tech: Draft & Design		1	4	**5**
Engineering, Aviation, & Public Service	AAS_ENG_MANU	AAS Engr Tech: Manufacturing		3	4	**7**
Engineering, Aviation, & Public Service	AAS_ENG_QUAL	AAS Engr Tech: Quality Tech	1		3	**4**

School	Program Code	Program Description	Summer 2018	Fall 2018	Spring 2019	Total
Engineering, Aviation, & Public Service	AAS_FEM_FEMS	AAS Fire/Emerg Med Svcs Tech	15	6	9	**30**
Engineering, Aviation, & Public Service	AAS_HSP_PARA	AAS Healthcare Spec/Paramedic	7	4	2	**13**
Engineering, Aviation, & Public Service	AAS_HSV_HSVA	AAS Human Services	1			**1**
Engineering, Aviation, & Public Service	AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	3	2	3	**8**
Engineering, Aviation, & Public Service	AS_CHD_ECEO	AS Child Dev: Early Chd Ed_OU	6	4	5	**15**
Engineering, Aviation, & Public Service	AS_CHD_CDCF	AS Child Dev: Family/Community	1			**1**
Engineering, Aviation, & Public Service	AS_EGR_ENCP	AS Computer Engineering	2	2	1	**5**
Engineering, Aviation, & Public Service	AS_EGR_ENEE	AS Electrical Engineering	5	7	7	**19**
Engineering, Aviation, & Public Service	AS_EGR_ENEL	AS Engineer: Elect Eng Tech		1	1	**2**
Engineering, Aviation, & Public Service	AS_EGR_ENGR	AS Engineering		2	3	**5**
Engineering, Aviation, & Public Service	AS_EGR_ENMC	AS Engineering: Mech Engr	11	27	29	**67**
Engineering, Aviation, & Public Service	AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs	1			**1**
Engineering, Aviation, & Public Service	AS_HSV_HSSW	AS Human Serv: Pre-Social Work	7	8	10	**25**
Engineering, Aviation, & Public Service	AS_HSV_HSRS	AS Human Serv: Rehab Services		1		**1**
Engineering, Aviation, & Public Service	CER_HSP_AEMT	CER Advanced EMT				**0**
Engineering, Aviation, & Public Service	CER_FEM_FIRF	CER Advanced Firefighter				**0**
Engineering, Aviation, & Public Service	CER_AIR_AIRD	CER Aircraft Dispatch	1	1		**2**
Engineering, Aviation, & Public Service	CER_CHD_CDCM	CER Child Dev: Cert of Mastery	7	30	25	**62**
Engineering, Aviation, & Public Service	CER_CHD_CDEC	CER Child Dev: Early Child COM	1	6	1	**8**
Engineering, Aviation, & Public Service	CER_DRF_DRCA	CER Draft & Design Eng Tech			1	**1**
Engineering, Aviation, & Public Service	CER_ELE_ELSC	CER Elec Tech Elect Substation	1		1	**2**
Engineering, Aviation, & Public Service	CER_ELE_ELBC	CER Electronics Tech: Biomed				**0**
Engineering, Aviation, & Public Service	CER_ELE_ELEC	CER Electronics Technician	1	4	2	**7**
Engineering, Aviation, & Public Service	CER_FEM_FEMC	CER Fire/Emergency Medic Svcs	5	3	3	**11**
Engineering, Aviation, & Public Service	CER_GIS_GIS	CER Geographic Info Systems		5		**5**
Engineering, Aviation, & Public Service	CER_HSP_PARC	CER Healthcare Spec/Paramedic		1	1	**2**
Engineering, Aviation, & Public Service	CER_HT_HTLS	CER Hort Tech: Landscape Spec	7			**7**
Engineering, Aviation, & Public Service	CER_MPT_MPTC	CER Manufacturing Prod Tech	1	1	3	**5**
Engineering, Aviation, & Public Service	CER_QCT_QCTC	CER Quality Technology	1	1	4	**6**
Liberal Arts & Communication	AA_ASL_ASLS	AA ASL: ASL Studies				**0**
Liberal Arts & Communication	AA_ASL_ASLE	AA ASL: Deaf Education				**0**
Liberal Arts & Communication	AA_ASL_ASLI	AA ASL: Interpreter Education		5	3	**8**
Liberal Arts & Communication	AA_ASL_ASLD	AA ASL: Services to the Deaf				**0**
Liberal Arts & Communication	AA_COM_COMM	AA Comm Arts: Communication				**0**
Liberal Arts & Communication	AA_COM_ENGL	AA Communications: English	2	5	4	**11**
Liberal Arts & Communication	AA_ENG_ENGL	AA English		4	7	**11**
Liberal Arts & Communication	AA_ENT_EDGS	AA Enterprise Dev: Gen Studies	63	37	24	**124**
Liberal Arts & Communication	AA_LAR_LART	AA Liberal Arts	7	98	135	**240**
Liberal Arts & Communication	AA_LAR_LANA	AA Liberal Arts: Native Amer			1	**1**
Liberal Arts & Communication	AA_SOC_HIST	AA Social Science: History	2	6	12	**20**
Liberal Arts & Communication	AA_SOC_HUMN	AA Social Science: Humanities		1		**1**
Liberal Arts & Communication	AA_SOC_JRMC	AA Social Science: Journalism		1		**1**
Liberal Arts & Communication	AA_SOC_PHIL	AA Social Science: Philosophy			1	**1**
Liberal Arts & Communication	AA_SOC_POSC	AA Social Science: Pol Sci	1		10	**11**

School	Program Code	Program Description	Summer 2018	Fall 2018	Spring 2019	Total
Liberal Arts & Communication	AA_SOC_PSYC	AA Social Science: Psychology	15	36	60	**111**
Liberal Arts & Communication	AA_SOC_RELG	AA Social Science: Rel Studies			1	**1**
Liberal Arts & Communication	AA_SOC_SOCI	AA Social Science: Sociology	1	8	3	**12**
Liberal Arts & Communication	AA_LAN_FREN	AA World Languages: French		1	3	**4**
Liberal Arts & Communication	AA_LAN_JAPN	AA World Languages: Japanese			1	**1**
Liberal Arts & Communication	AA_LAN_SPAN	AA World Languages: Spanish	3	3	8	**14**
Liberal Arts & Communication	AAS_ASL_ITED	AAS Interpreter Education			1	**1**
Liberal Arts & Communication	CER_ASL_INTC	CER Interpreter Education				**0**
Liberal Arts & Communication	CER_LAN_FREC	CER World Languages: French		1	1	**2**
Liberal Arts & Communication	CER_LAN_SPNI	CER World Languages: Span Int	2	3	5	**10**
Liberal Arts & Communication	CER_LAN_SPNT	CER World Languages: Span Tran		2	8	**10**
Liberal Arts & Communication	CER_LAN_SPNC	CER World Languages: Spanish		1	7	**8**
Nursing	AAS_NUR_NURS	AAS Nursing	2	133	28	**163**
Science & Mathematics	AS_SCI_BIOL	AS Biology	6	20	42	**68**
Science & Mathematics	AS_BIO_BIOT	AS Biotechnology		3	2	**5**
Science & Mathematics	AS_SCI_CHEM	AS Chemistry		1	7	6
Science & Mathematics	AS_ENV_ENVS	AS Environ Sci/Nat Resources		3	4	**7**
Science & Mathematics	AS_SCI_GEOG	AS Geography	1			**1**
Science & Mathematics	AS_SCI_GEOL	AS Geology		2		**2**
Science & Mathematics	AS_HHP_HHPH	AS Health/Human Perf/Phys Ed		1	2	**3**
Science & Mathematics	AS_HHP_PEDU	AS Health/Human Perf/Phys Educ		1	3	**4**
Science & Mathematics	AS_HHP_HHPF	AS Health/Human Performance	5	6	4	**15**
Science & Mathematics	AS_MTH_MATH	AS Mathematics	6	10	21	**37**
Science & Mathematics	AS_NSC_NUCN	AS Nutr Sci: Commty Nutrition			1	**1**
Science & Mathematics	AS_NSC_NUDT	AS Nutr Sci: Dietetics	3	1	1	**5**
Science & Mathematics	AS_NSC_NTSC	AS Nutritional Sciences		2	1	**3**
Science & Mathematics	AS_SCI_PHYS	AS Physics	6	12	8	**26**
Science & Mathematics	AS_EDU_PHED	AS Pre-Education: Physical Edu		1		**1**
Science & Mathematics	AS_PRE_PDMO	AS Pre-Health Sci: Dent/Med/Opt	6	12	22	**40**
Science & Mathematics	AS_PRE_PMIM	AS Pre-Health Sci: Med Imaging	1	6	8	**15**
Science & Mathematics	AS_PRE_POCT	AS Pre-Health Sci: Occ Therapy	1	3	2	**6**
Science & Mathematics	AS_PRE_PPVM	AS Pre-Health Sci: Pre-Vet Med	4	3	3	**10**
Science & Mathematics	AS_PRE_PPHT	AS Pre-Health: Physical Therapy	2	3	4	**9**
Science & Mathematics	AS_HSC_PRNU	AS Pre-Nursing	28	63	98	**189**
Science & Mathematics	AS_PPH_PPHM	AS Pre-Pharmacy	6	4	6	**16**
Science & Mathematics	CER_BIO_BIOC	CER Biotechnology			6	**6**
Visual & Performing Arts	AA_ART_ART	AA Art		5	12	**17**
Visual & Performing Arts	AA_COM_JEBR	AA Comm: Electronic/Broadcast	1	1	3	**5**
Visual & Performing Arts	AA_COM_JSCO	AA Comm: Strategic Comm	2	2	6	**10**
Visual & Performing Arts	AA_LAR_LAFM	AA Liberal Arts: Film Emphasis		1	2	**3**
Visual & Performing Arts	AA_MUS_MUSC	AA Music	4		6	**10**
Visual & Performing Arts	AA_THE_THEA	AA Theatre	1	2	7	**10**
Visual & Performing Arts	AAS_DGM_DGMD	AAS Digital Media	1	4	4	**9**
Visual & Performing Arts	AAS_DGM_DMBP	AAS Digital Media: Broadcst Pr	1			**1**

School	Program Code	Program Description	Summer 2018	Fall 2018	Spring 2019	Total
Visual & Performing Arts	AAS_DGM_DMSP	AAS Digital Media: Specialist			1	**1**
Visual & Performing Arts	AAS_IND_INTD	AAS Interior Design			9	**9**
Visual & Performing Arts	CER_DGM_DGMC	CER Digital Media			1	**1**

Many departments examined enrollment, graduation, and transfer numbers for program review. As well, departments examined course enrollments and success rates, including researching success rates for specific course combinations or sequences. While these were not direct learning outcomes assessments, the data were used in making decisions about whether to keep, suppress, or delete courses and programs, as well as how best to map the curriculum and align the coursework with the Program Learning Outcomes.

Analyses and Findings

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

Overall, departments and schools were pleased with the results of program assessment. All but one degree program reported at least 70 percent of students meeting the designated success criteria. Approximately 85 percent of programs had a success rate of 80 percent or higher. There are a few programs that are still developing their program assessment plans due to the nature of their program (i.e. not having a capstone course or unique classes that differentiate certain programs), but almost 90% of programs were able to report learning outcomes assessment data from the 2018-19 academic year.

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

Faculty are currently analyzing and discussing the data that was collected in the 2018-19 academic year. They will create action plans that will be approved by their deans in the Spring 2020 semester. However, they have already created action plans based on the assessment data that was collected in the 2017-18 academic year. These data are connected to TCC's Institutional Learning Outcome #1: Communication Skills. Faculty are currently implementing changes that they agreed upon last year. Below are some examples of changes that are being implemented based on the results of the assessment data.

- Digital Media will be restructuring their program and new courses will be introduced. This change is in response to assessment data as well as Advisory Board feedback. During the data gathering part of the assessment cycle, the Art department realized that several students were taking the classes out of order. Based on that experience, they have changed their program requirement structure to address issues found in the transition between foundational courses and the rest of the required program courses.
- The Nursing faculty are spending the 2019-2020 academic year identifying different ways to collect meaningful data, as they used a total grade on a standardized exam. Their goal is to isolate program learning outcomes and assign specific measures to them.
- Engineering faculty have made it a priority to include a greater emphasis on note-taking skills as well as following written direction with precision.

- The department of Life Sciences, which includes multiple programs, has coordinated several professional development sessions this year on how to respond to data and turn it into an action plan.
- Political Science, History, and Liberal Arts, are incorporating assessment reporting by adjunct faculty, which includes instruction on what types of measures are appropriate to assess program learning outcomes.
- Our Occupational Therapy Assistant program has revamped assignments in its fieldwork classes, giving students additional opportunities to communicate client progress, treatment plans, and home therapy expectations to parents.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

End-of-term surveys were administered via Blackboard to all students in all courses each semester. Surveys were launched at the 75% of part of term mark, and closed at the end of finals week. Students in the course received an email inviting them to take the survey. They were also able to access the survey through a link within the course site in Blackboard. Once they had taken the survey for a particular course, that link was no longer active. These surveys consisted of four Likert-type questions about student development in the four institutional learning outcomes. That data is discussed above in the program and general education outcomes sections. The survey also included three course/instructor-evaluation, Likert-type questions, followed by five open-ended, course/instructor-evaluation questions.

Alumni surveys for the 2017-18 graduates and exit surveys for those who applied for graduation during the 2018-19 academic year were also administered. Alumni surveys were administered online with the incentive that if they completed the survey they would be entered into a drawing for four $50 Amazon gift cards provided by the TCC Foundation. These surveys were sent out to all 2017-18 graduates six months after their graduation from TCC. The exit surveys were completed online. The link to the survey is provided in the confirmation email students receive after completing their application for graduation.

During the spring of 2019, we administered the Community College Survey of Student Engagement (*CCSSE*) and the Survey of Online Student Engagement (*SOSE*). The first survey was administered to 1,253 students via paper-and-pencil in about 100 randomly selected courses across campuses, disciplines, and times of day. The second survey was administered online to all students taking only online courses in Spring 2019. The survey was sent to 2,253 students and 251 (11.1%) completed the survey.

In addition to these annual surveys, IR&A and the office of Student Affairs Assessment administered and evaluated other surveys throughout the year. Some of these include, Transfer Student Survey, New Student Orientation satisfaction survey, TRiO end of year survey, Academic Advising survey, and Service Standards survey. Summaries of the results of these surveys are included below.

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

End-of-Term Course Feedback Surveys

The survey questions were administered on a five-point, Likert-type scale from Strongly Disagree to Strongly Agree. 25,691 surveys were completed for the 2018-19 academic year. The means and standard deviations for these survey questions are found in Table 11 below. The data is combined for the institution as a whole, and then separated by discipline. Deans were provided the individual and aggregated data for all faculty and courses within their academic school. They shared the data with Department Chairs and Program Directors/Coordinators. Overall, students rated courses and instructors highly; most averages are above a 4.00 on a five-point scale.

Table 11. End-of-term Course Feedback Survey Course/Instructor Evaluation Results for AY 2018-19.

Discipline	Count of Respondents	I found this course to be academically challenging. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. Mean (SD)
All Subjects Combined	***25,691***	***4.11 (1.182)***	***4.37 (1.173)***	***4.35 (1.246)***
Accounting	357	4.43 (0.857)	4.31 (1.173)	4.24 (1.311)
Allied Health	403	4.20 (1.050)	4.72 (0.855)	4.69 (0.917)
Art	208	3.95 (1.199)	4.14 (1.247)	4.14 (1.372)
American Sign Language Ed	208	4.23 (1.073)	4.36 (1.207)	4.46 (1.133)
Astronomy	70	4.17 (0.963)	4.53 (0.812)	4.46 (0.912)
Aviation Sciences Technology	93	4.35 (0.928)	4.55 (1.058)	4.55 (1.068)
Biology	2,421	4.26 (1.092)	4.33 (1.223)	4.33 (1.261)
Biotechnology	48	4.29 (1.071)	4.48 (1.031)	4.56 (0.943)
Biomedical Equipment Technology	2	3.50 (0.707)	4.50 (0.707)	4.50 (0.707)
Business	340	4.01 (1.185)	4.56 (0.949)	4.54 (1.011)
Chemistry	608	4.57 (0.918)	4.02 (1.388)	3.92 (1.489)
Child Development	360	4.14 (1.127)	4.51 (1.045)	4.50 (1.102)
Chinese	4	3.00 (2.309)	3.75 (1.893)	4.00 (2.000)
College Experience	971	2.89 (1.473)	4.25 (1.320)	4.29 (1.341)
Communication	732	3.91 (1.226)	4.3 (1.254)	4.26 (1.365)
Criminal Justice	98	3.89 (1.226)	4.29 (1.355)	4.41 (1.353)

Discipline	Count of Respondents	I found this course to be academically challenging. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. Mean (SD)
CSCI Computer Info Systems	703	3.82 (1.267)	4.18 (1.236)	4.22 (1.258)
CSYS Computer Info Systems	226	4.19 (1.104)	4.41 (1.148)	4.44 (1.099)
Cardiovascular Technology	57	4.46 (1.001)	4.56 (0.78)	4.67 (0.852)
Digital Media	171	4.27 (0.987)	4.42 (1.072)	4.41 (1.192)
Dental Hygiene	193	4.69 (0.741)	4.73 (0.750)	4.60 (0.885)
Diagnostic Medical Sonography	114	4.74 (0.639)	4.72 (0.659)	4.65 (0.787)
Drafting/Computer-Aided Design	39	3.92 (1.085)	4.03 (1.367)	3.90 (1.553)
Economics	470	4.33 (0.965)	4.61 (0.962)	4.64 (0.969)
Electronics Technology	48	4.50 (0.875)	4.52 (0.989)	4.77 (0.778)
Emergency Medical Services Pro	50	4.44 (0.907)	4.00 (1.309)	4.12 (1.335)
English	3,631	4.05 (1.206)	4.33 (1.24)	4.28 (1.325)
Engineering	217	3.97 (1.207)	4.32 (1.121)	4.29 (1.255)
Engineering Technology	73	3.86 (1.240)	4.66 (0.901)	4.75 (0.878)
ESLA English as a Second Lang	62	4.27 (1.308)	4.48 (1.277)	4.55 (1.263)
ESLN English as a Second Lang	18	4.50 (1.249)	4.67 (1.188)	4.67 (1.188)
Fire & Emergency Medical Svcs	58	3.98 (1.192)	4.45 (1.202)	4.47 (1.217)
French	76	4.70 (0.674)	4.89 (0.531)	4.86 (0.725)
Geography	141	4.17 (1.049)	4.48 (1.046)	4.50 (1.093)
Geology	24	4.38 (0.970)	4.13 (1.296)	4.08 (1.501)
Geographic Information Systems	11	4.27 (1.191)	4.18 (1.401)	4.55 (1.214)
Health, Human Perf & Phys Ed	78	4.10 (1.223)	4.62 (1.035)	4.63 (0.982)
History	1,567	3.93 (1.233)	4.23 (1.281)	4.13 (1.417)
Health Information Technology	202	4.38 (0.966)	4.46 (1.070)	4.38 (1.171)
Human Resources	60	4.57 (0.789)	4.70 (0.809)	4.65 (1.055)
Human Services	232	4.11 (1.266)	4.26 (1.291)	4.33 (1.298)
Humanities	655	3.77 (1.283)	4.18 (1.340)	4.22 (1.368)
Interpreter Education	61	4.69 (0.786)	4.49 (0.994)	4.54 (1.089)
Interior Design	72	4.22 (1.051)	4.46 (1.299)	4.49 (1.289)
Italian	11	4.91 (0.302)	4.91 (0.302)	5.00 (0.000)
Information Tech Convergence	14	4.29 (0.994)	4.79 (0.579)	4.71 (0.611)
Japanese	33	4.61 (0.827)	4.70 (0.918)	4.82 (0.727)
Journalism & Mass Communication	3	5.00 (0.000)	4.67 (0.577)	5.00 (0.000)
Latin	5	4.40 (0.548)	5.00 (0.000)	4.80 (0.447)
Mathematics	2,788	4.26 (1.121)	4.42 (1.143)	4.36 (1.259)
Mass Communication	35	2.74 (1.482)	3.40 (1.684)	3.60 (1.684)
Medical Laboratory Technology	62	4.31 (1.195)	4.44 (1.196)	4.47 (1.155)
Management	107	4.08 (1.125)	4.71 (0.880)	4.64 (0.964)
Marketing	97	3.91 (1.191)	4.46 (1.109)	4.53 (1.022)

Discipline	Count of Respondents	I found this course to be academically challenging. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. Mean (SD)
Music	201	4.16 (1.214)	4.55 (1.072)	4.59 (1.074)
Native American Studies	29	4.21 (1.082)	4.93 (0.258)	4.97 (0.186)
Nursing	1,287	4.56 (0.833)	4.67 (0.726)	4.67 (0.792)
Occupational Therapy Assistant	155	4.36 (0.821)	4.06 (1.255)	4.10 (1.207)
Physical Education	33	3.85 (1.302)	4.39 (1.345)	4.58 (1.226)
Philosophy	174	4.10 (1.043)	4.56 (1.000)	4.57 (0.882)
Pharmacy Technology	46	4.46 (0.887)	4.61 (0.881)	4.70 (0.813)
Physical Science	119	4.40 (0.896)	4.46 (0.937)	4.26 (1.123)
Physical Therapist Assistant	140	4.46 (0.925)	4.60 (0.943)	4.61 (0.903)
Physics	336	4.65 (0.807)	4.24 (1.245)	4.00 (1.443)
Paralegal	54	4.61 (0.712)	4.70 (0.743)	4.57 (0.944)
Political Science	1,101	3.93 (1.186)	4.28 (1.211)	4.21 (1.329)
Portuguese	2	5.00 (0.000)	5.00 (0.000)	5.00 (0.000)
Psychology	1,303	3.90 (1.225)	4.35 (1.180)	4.37 (1.246)
Quality Control Technology	23	4.39 (1.033)	4.65 (1.027)	4.61 (1.076)
Radiography	100	4.36 (1.097)	4.48 (1.251)	4.40 (1.326)
Religious Studies	64	4.09 (1.050)	4.52 (0.926)	4.42 (1.096)
Respiratory Care	253	4.36 (1.032)	4.4 (1.025)	4.35 (1.147)
Sociology	416	3.85 (1.208)	4.33 (1.196)	4.42 (1.179)
Spanish	226	4.47 (0.860)	4.67 (0.848)	4.67 (0.914)
Theatre	125	3.74 (1.186)	4.66 (0.772)	4.73 (0.723)
Veterinary Technology	117	4.50 (0.805)	4.38 (1.082)	4.44 (1.177)

Community College Survey of Student Engagement

TCC participates in the CCSSE in the spring semester of odd years. In the spring 2019 semester, 1,253 TCC students completed the survey. The CCSSE results included five benchmark scores: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The standardized average for all five benchmarks was 50.

For the overall averages, there was no real change in TCC's benchmark scores since 2017 for Student-Faculty Interaction (47.7). Active and Collaborative Learning (49.3) increased since 2017, and decreases were seen in Academic Challenge (47.3), Student Effort (48.6), and Support for Learners (46.5). TCC's aspects of highest student engagement included working on a paper or project that required integrating ideas or information from various sources, using email to communicate with an instructor, and the frequency of Academic advising/planning. Our aspects of lowest student engagement (or our opportunities for improvement) included tutoring or teaching other students, how often students worked with instructors on activities other than coursework, and the extent to which students used/visited peer/other tutoring.

Each year, CCSSE includes special-focus items. The first special-focus item for 2019 was, "Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?" TCC students responded "Yes" at a higher rate than the entire 2019 CCSSE cohort (75.6% vs. 63.7%), and "No" at a lower rate (24.4% vs. 36.3%). TCC students also reported that they used the college's website to explore career options to a greater extent than the entire cohort (50.5% vs. 42.2%). When answering the question about how many times they'd met with an academic advisor this academic term, 55.2% of TCC students reported having done so at least 2 times, compared to 51.8% of the entire CCSSE cohort. 24.0% of first-time TCC students reported that a staff member helped them decide on a program, major, or pathway of study, compared to 25.6% of the entire CCSSE cohort, and 48.6% of students reported that a staff member talked with them about the types of jobs their program, major or pathway of study might lead to, compared to 58.1% of the entire CCSSE cohort.

Of particular interest to our institution, we disaggregated the standardize benchmark scores by race/ethnicity. The groups that scored the lowest on Active and Collaborative Learning included Asian (47.0), Other (48.3), and Pacific Islander (26.9). The groups scored the highest were American Indian or Alaska Native (51.6), Black or African American (53.4), Hispanic or Latino (52.9), Native Hawaiian (67.4), and White (48.3). In terms of Student Effort, the lowest scoring groups were American Indian or Alaska Native (49.5), Pacific Islander (53.0), and White (48.1). The groups scoring the highest included Asian (54.5), Black or African American (59.9), Hispanic or Latino (54.7), Native Hawaiian (58.8), and Other (54.8). Asian (44.4), Pacific Islander (50.6), White (50.7), and Other (48.5) were among the lowest scoring groups on Academic Challenge; while American Indian or Alaska Native (51.2), Black or African American (57.8), Hispanic or Latino (51.9), and Native Hawaiian (54.3) were among the highest. The lowest averages for Student-Faculty Interaction were for American Indian or Alaska Native (49.2), Asian (47.0), Pacific Islander (46.4), and White (49.1). The highest Student-Faculty Interaction scores included Black or African American (53.5), Hispanic or Latino (49.9), Native Hawaiian (82.2), and Other (50.5). Finally, the groups who averaged the lowest for Support for Learners were American Indian or Alaska Native (49.4), Asian (49.7), Pacific Islander (48.0), and White (47.1). The groups who averaged the highest for Support for Learners were Black or African American (54.4), Hispanic or Latino (51.9), Native Hawaiian (56.3), and Other (51.9).

Full CCSSE reports and presentations are available on TCC's Institutional Research and Assessment website (http://ira.tulsacc.edu/content/student-surveys).

Survey of Online Student Engagement

TCC participates in the SOSE in the spring semester of odd years. In the spring 2019 semester, 251 TCC students completed the survey. The SOSE is similar to the CCSSE but targeted at online students. It does not have benchmarks like the CCSSE, but asks nearly all of the same questions. For the purposes of this report, the CCSSE benchmarks have been replicated as closely as possible using SOSE results. Among TCC online students, averages were calculated for Student-Faculty Interaction (29.6), Active and Collaborative Learning (35.6), Academic Challenge (61.9), Student Effort (41.5), and Support for Learners (43.9).

Alumni Survey

The alumni survey is designed to assess the employment and educational status of graduating students six months after their program completion and most recent experience at Tulsa Community College. The survey also provides a method for graduates to evaluate their educational experiences in the context of life (e.g., work, continuing education, personal life) after their award. Of the 2,386 surveys distributed, 426 were returned yielding a 17.9% response rate.

2,575 degrees and certificates were awarded to 2,386 individuals during the 2017-2018 academic year. The credentials awarded to graduates include university transfer degrees (AA & AS) and workforce development degrees (AAS) and certificates, with the following breakdown of awarded degrees: 64.4% were a university transfer degree (AA or AS); and 35.6% were a workforce development credentials (AAS or certificate). A summary of the results are below.

- Alumni were asked to indicate the extent their TCC experience contributed to their knowledge, skills, and personal development in specific areas. Following are the percentage of those indicating either **Very much** or **Quite a bit** for each area.
  - Written communication – 69.2%
  - Oral communication – 68.8%
  - Interpersonal interactions – 66.0%
  - Critical thinking – 74.0%
  - Problem solving – 73.7%
  - Quantitative reasoning – 67.9%
  - Teamwork or collaboration – 64.6%
  - Personal responsibility – 74.9%
  - Ethical decision making – 66.4%
  - Diversity awareness – 65.7%
  - Civic responsibility – 61.6%

- Alumni were asked to rate the quality of their relationships with various groups while at TCC. Following is the percentage of those indicating either **Excellent** or **Good** for each group.
  - Other students – 87.8%
  - Instructors – 89.7%
  - Administrators and staff from TCC offices – 83.6%

- Alumni were asked to rate the quality of their educational experience at TCC.
  - 61.0% indicated they were **Very satisfied** with the overall educational experience at TCC.
  - 57.0% indicated they would **definitely** enroll at TCC if they were starting college again.
  - 67.9% indicated they would **definitely** recommend TCC to others.
  - 51.7% characterized the preparation received at TCC for further study at another college or university as either **Exceptional** or **Better than adequate**.
  - 42.5% characterized the preparation received at TCC for employment in their major field as either **Exceptional** or **Better than adequate**.

- Of the Alumni respondents, 72.3% indicated they had attended another college. Of those who had attended another college, 88.5% indicated the quality of education offered at TCC was better than or about the same as they received elsewhere.

A complete summary of this report and others is available on TCC's IR&A website.

Exit Survey

Each academic year an Exit Survey is offered to all students applying to receive a certificate or degree from Tulsa Community College. During the 2018-2019 academic year (Summer 2018, Fall 2018, Spring 2019), 2,782 certificates and degrees were conferred to 2,501 individual students. 68.8% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 1,339 students completed the Exit Survey 2018-2019, representing a 53.5% response rate. The following are a summary of the major findings of this survey.

- The majority of respondents strongly agreed that TCC contributed to their development of learning skills, analytical skills, goal setting, and interpersonal/relationship skills. The item receiving the highest percentage of strong agreement was the ability to learn effectively on their own (72.4%). The lowest percentage of strong agreement (49.9%) was associated with contributing to the welfare of the community.
- The majority of respondents (94.1%) believe the instruction they received in major courses was high quality.
- 41.0% of respondents strongly agreed to the statement "I was able to get involved with organization(s) or event(s) that were of interest to me." 20.9% of respondents did not feel the statement was applicable to their experience.
- 32.5% of respondents strongly agreed to the statement "The programs, organizations, or events in Student Life helped me become a more well-rounded person." 32.3% of respondents did not feel the statement was applicable to their experience.
- The majority of students (79.9%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 84.3% either strongly agreed or somewhat agreed that TCC was inclusive of their thoughts, ideas, and/or identities.
- The top educational goals set for attending TCC were to earn a degree or certificate, transfer to a 4-year college/university, and prepare for getting a job (81.5%, 52.1%, and 26.8%, respectively). 99.9% of students indicated they had accomplished their goal(s) for attending TCC.
- 58.9% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 40.1% indicated they believed TCC was better than other institutions they had attended. 52.7% believed TCC was about the same.
- The majority of all students (94.8%) indicated that if they were to start college over again they would probably or definitely enroll at TCC.

The full report on the Exit Survey is available on TCC's IR&A Surveys website.

Academic Advising Satisfaction Survey

Academic Advising assessed the student experience with Academic Advisors. The survey was sent to 3,422 students who had no active holds and were enrolled in the Fall 2019 semester. The survey was sent over the course of a six-week period beginning May 13, 2019 and ending June 21, 2019. Results are from the 247 (7%) students who responded to the survey. The following are a summary of the major findings of this survey.

- The majority of participants (81.0%) know their assigned academic advisor.
- Participants felt confident in the information their received from advising (41.6% strongly agree and 49.0% agree), were able to get their questions answered during their advising visits (51.4% strongly agree and 43.6% agree), and felt that their academic advisor contributed to their success at TCC (39.9% strongly agree and 44.9% agree).
- A high number of participants believe that their degree plan will help them reach their goals (81.3%), can locate their degree plan (78.6%), and use their degree plan as a guide for enrollment (80.5%).
- Only 47.1% of participants reported their advisor helped them explore transfer opportunities but 67.9% of participants said exploring transfer opportunities was important to them. Similarly, only 55.0% of participants reported that their advisor helped them explore the connection between their major and their future, but 70.6% of participants reported that this was important to them.

The results of this survey highlights the shift in Advising to a more relational, proactive planning model and will be used to further strategies when talking to students about transfer or the connection between their major and their future.

New Student Orientation Satisfaction Surveys

The survey was administered online to first-time entering students who attended New Student Orientation prior to enrolling in courses. The results of the survey showed that 91.4% of students were satisfied with the New Student Orientation they attended. 92.2% of students were satisfied with their advising experience. During New Student Orientation, 93.6% of students reported that there were able to enroll in classes during the session.

TCC Service Standards Survey

The purpose of the Service Standards Survey was to assess satisfaction with frontline student-facing services. The survey was administered during April and May 2019 using in-person interviews. A total of 118 responses were collected and analyzed.

Of the students surveyed, 89.0% strongly agreed or agreed that they were treated with a personal touch from TCC Staff, while 94.9% either strongly agreed or agreed that staff members were able to help them with what they needed. 86.4% either strongly agreed or agreed that staff members responded to them in a timely and professional manner. 90.7% either strongly agreed or agreed that staff members answered their questions in an easy to understand way. And, finally, 89.0% either strongly agreed or agreed that staff members exhibited the desire to assist them.

TRiO Midyear and End-of-Year Surveys

The midyear survey was administered online to participants in TCC's TRiO SSS Program. The results of the survey showed that 95.5% of students are satisfied with the academic advising they received from TRiO SSS staff. 96.4% of students are satisfied with the tutoring they received from TRiO SSS staff. Overall, 97.7% of students were satisfied with the events hosted by TRiO SSS. 63.6% of TRiO SSS students had taken advantage of the TRiO SSS tutoring services. The end-of-year survey was administered online to participants of TCC's TRiO SSS program. 90.0% of students reported that they believe TRIO SSS services assisted in establishing their plan of study. 95.0% of students believe TRIO SSS services assisted in making progress toward their plan of study. 70.0% of students were satisfied with TRiO SSS' services, which equip students with the skills necessary to successfully transfer to a four-year college/university. 90.0% of students believe the events hosted by TRIO SSS are worthwhile.

Transfer Student Survey

The Foundations of Excellence First-Year and Transfer-Bound Student Survey for Two-Year Institutions was administered online to all enrolled students at TCC in 2018 as part of the Foundations of Excellence Transfer project TCC has enlisted in with the John N. Gardner Institute, the Schusterman Foundation, and six regional four-year partner institutions (LU, NSU, OSU-Tulsa, OU-Tulsa, RSU, and TU). 386 students completed the survey. 71.3% of transfer-bound students would highly or very highly recommend TCC as a good place to acquire the first two years of a four-year degree. 64.6% of students rated the degree to which TCC is meeting their academic needs as high or very high. 63.9% of student indicated that they are not being encouraged to research institutions they plan to transfer to, and 49.2% indicated that their advisors have not explained the process of transferring to them. Finally, 59.5% of transfer-bound students indicated that TCC has provided little to no help in making a decision about transfer.

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Individual faculty members use the results of their end-of-term course feedback surveys to make appropriate changes to their courses. Student Affairs and other student support services teams regularly discuss CCSSE, alumni survey, exit survey, and other survey results to identify areas for improvement within student services. Some identified areas for improvement from these surveys include academic advising, financial aid, and career counseling. TCC's Engaged Learning division examines the results of these surveys to inform their faculty development opportunity planning. As an institution, we are initiating many changes to improve the overall student experience. These different survey results are used in informing decisions made through these projects, including but not limited to Math pathways, AACC Pathways Initiative, and Equity Scorecard work. Some examples of changes that have been made as a result of student satisfaction and engagement data include:

- Advising has made changes to processes to improve service and decrease wait time for students.

- Many changes continue to be made to New Student Orientation, including a complete overhaul of the online version of the orientation.
- Due to both the Equity Scorecard work and the Transfer project, teams have been devised to revamp the transfer website. Partner institutions can now sign up online to reserve space to meet with students at TCC. Departments have continued to improve their degree maps to ensure better transfer transitions for our students.

Section V – Assessment Budgets

To ensure a robust assessment program at TCC, we have dedicated staff and faculty positions in both Academic Affairs and Student Affairs. In Academic Affairs, there is a Director of Institutional Research and Assessment who is dedicated about one-quarter time to assessment work, and an Assessment Program Manager who is dedicated 100% to assessment work. We have a Coordinator of IR & Assessment who is dedicated about one-quarter time to assessment. In addition, we had eighteen faculty reassigned time positions, one per academic department. These Faculty Assessment Facilitators received two adjunct hours of pay during the summer for training, and three hours of reassigned time in the fall and spring semesters. In Student Affairs, there is a Dean of Student Assessment and Testing whose workload is about one-third dedicated to assessment work. Under the Dean, there are two 65%-time dedicated employees for learning outcomes assessment work, the Assistant Director of Student Assessment and an Assessment Specialist. In addition, the Dean oversees the work of our Testing Services, which employees a Director, Assistant Director, and many Testing Services staff members (both full-time and part-time). TCC's Testing Services administers placement tests, academic tests for faculty, as well as many other standardized and high-stakes testing for students and the community.

In accordance with guidelines from House Bill No. 1219, TCC charges $1.50 per credit hour in assessment fees in order to "provide funds to develop viable, valid assessment instruments, to train support personnel to gather and analyze the information appropriately and to make creative and constructive use of the results of the assessment program." The use of these fees is outlined in the table below. As usual, we expend more on assessment than we collect from student fees. This fiscal year, we collected less money from student fees, and spent less in operational costs than in fiscal year 2018. Due to additional personnel to continue building the infrastructure and support the assessment work done at the college, we spent more on salaries than the previous fiscal year. All totals can be seen in Table 12.

Table 12. Breakdown of Assessment Fee Expenditures for Fiscal Year 2019.

Assessment fees	**$444,571** charged in Student Assessment Fees
Assessment salaries (and benefits)	Director, Institutional Research & Assessment (25%) = $27,977 Assessment Program Manager, Institutional Research & Assessment (100%) = $84,040 Coordinator, Institutional Research & Assessment (25%) = $11,535 Faculty Assessment Facilitators (3 hours reassigned time, 1.5 semesters) = $81,864 Dean, Student Assessment & Testing Services (30%) = $33,317 Director, Testing Services (35%) = $36,810 Testing Services Staff – including Testing Specialists and Testing Assistants - (25%) = $160,498

	Assistant Director, Testing Services (15%) = $12,499 Assistant Director, Student Assessment (65%) = $43,695 Assessment Specialist, Student Assessment (65%) = $40,173 **TOTAL = $532,408**
Distributed to other departments	N/A
Operational costs	Assessment = $107,962 Student Assessment = $14,667 Testing Services = $20,885 Dean of Student Assessment & Testing = $3,707 **TOTAL = $147,221**
Total Expenditures	**$679,629**

Appendix A

Math Course Placement Guidelines

Effective: 3/12/2018

Old Test Scores		Math Course Placement	Current Test Scores			
COMPASS Math Series	**Accuplacer Math Series**		**SAT Math**	**ACT Math**	**Accuplacer NextGen Math**	**Multiple Measures**
46-100 Trig	103+ College Level Math	MATH 2114 Calculus I		27+		276+ AAF (ACCF) ***AND*** 3.0 HS GPA
39-100 College Algebra OR 45 Trig	63-102 College Level Math	MATH 1613 Precalculus II ***OR*** MATH 2193 Elementary Statistics ***OR*** MATH 2513 Finite Math ***OR*** MATH 2523 Calculus for Business, Life & Social Sciences		26	276+ AAF (ACCF)	
66-100 Algebra OR 38 College Algebra	40-62 College Level Math	**IF MAJOR REQUIRES PRECALCULUS:** MATH 1513 Precalculus I ***OR*** MATH 1715 Precalculus I&II	530	20-25	263-275 AAF (ACCF)	
N/A	76+ Elementary Algebra	**IF MAJOR REQUIRES PRECALCULUS:** MATH 0123 Essentials for Precalculus ***AND*** MATH 1513 Precalculus I ***(Must be enrolled simultaneously)***			237-262 AAF (ACCF)	
66-100 Algebra **OR** 38 College Algebra	40-62 College Level Math	**IF MAJOR REQUIRES THESE:** MATH 1483 Mathematics Functions and Their Uses ***OR*** MATH 1454 Technical Mathematics	530	19+	263+ AAF (ACCF)	
66-100 Algebra **OR** 38+ College Algebra	40-62 College Level Math	**IF MAJOR DOES NOT REQUIRE PRECALCULUS:** MATH 1473 Quantitative Reasoning ***(If Undeclared Major, and ACT < 20, recommend Math 1473)***	530	19+	263+ QAS (ACCQ)	*255-262 QAS (ACCQ)* ***AND*** *3.0 HS GPA*
N/A	76+ Elementary Algebra	**IF MAJOR DOES NOT REQUIRE PRECALCULUS:** MATH 0403 Essentials of Quantitative Reasoning ***AND*** MATH 1473 Quantitative Reasoning ***(Must be enrolled simultaneously)***			237-262 QAS (ACCQ)	285+ ARIT (ACCA) ***AND*** 230-236 QAS (ACCQ)
36-100 Pre-Algebra **OR** 38+ Algebra	40+ Arithmetic	MATH 0013 Math Foundations II			250+ ARIT (ACCA)	
0-35 Pre-Algebra	1-39 Arithmetic	MATH 0003 Math Foundations I			200-249 ARIT (ACCA)	

Reading Course Placement Guidelines

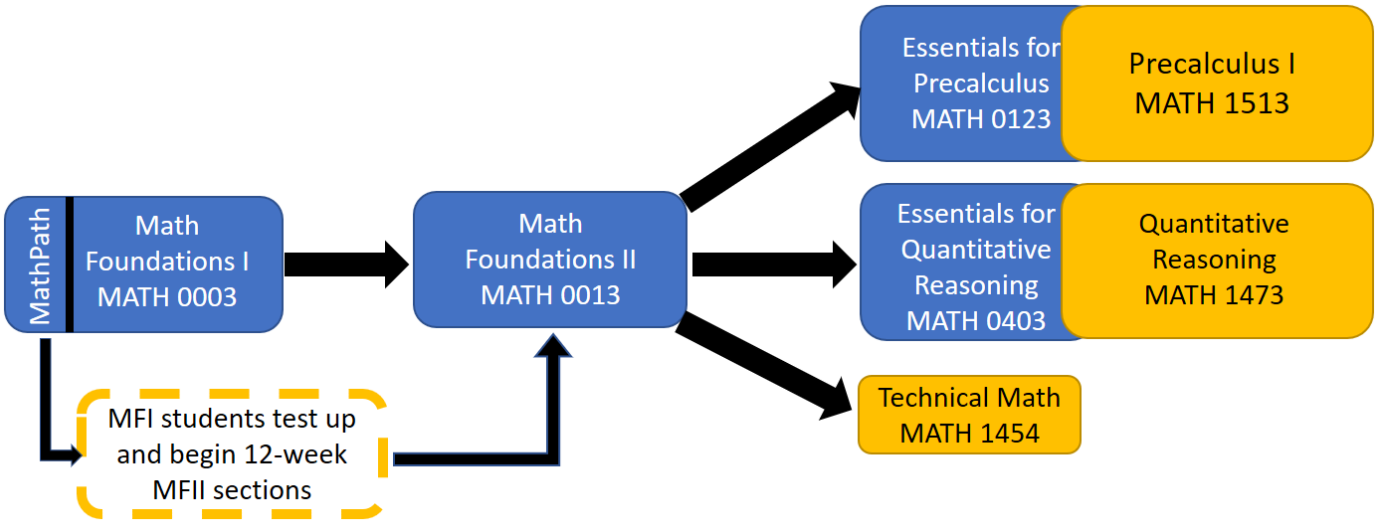
Old Test Scores				Current Test Scores			
COMPASS Reading	**Old Accuplacer Reading**	**Accuplacer Classic Reading**	**Reading Course Placement**	**SAT English**	**ACT Reading**	**Accuplacer Next Gen Reading**	**Success Navigator English Index**
80+	80+	80+	College Level	480	19+	263+	N/A
		75-79 & SNE 100+				250-262	100+
N/A	75-79	75-79 & SNE 0-99	ENGL 0913 Reading Foundations II ***AND*** HIST 1493/1483 linked courses ***(Must be enrolled simultaneously)***			250-262	0-99
57-79	60-79	60-79 & SNE 0-99	ENGL 0913 Reading Foundations II			237-249	N/A
		55-59 & SNE 100+				230-236	100+
0-56	0-59	55-59 & SNE 0-99	ENGL 0903 Reading Foundations I			230-236	0-99
		0-54				200-229	N/A

Writing Course Placement Guidelines

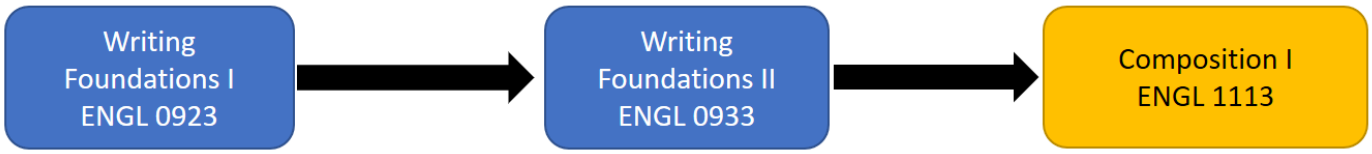
Old Test Scores			Current Test Scores			
COMPASS English	**Accuplacer Sentence Skills**	**Writing Course Placement**	**SAT English**	**ACT English**	**WritePlacer**	**Success Navigator English Index**
75+	80+	ENGL 1113 Composition I ***(Reading proficiency must also be met)***	480	19+	6-8	N/A
					5	90+
N/A	74-79	ENGL 1113 Composition I ***AND*** ENGL 0943 Writing Foundations Workshop ***(Reading proficiency must also be met)*** ***(Must be enrolled simultaneously)***			5	0-89
					4	90+
38-74	70-79	ENGL 0933 Writing Foundations II			4	0-89
					3	90+
0-37	0-69	ENGL 0923 Writing Foundations I			3	0-89
					1-2	N/A

Appendix B

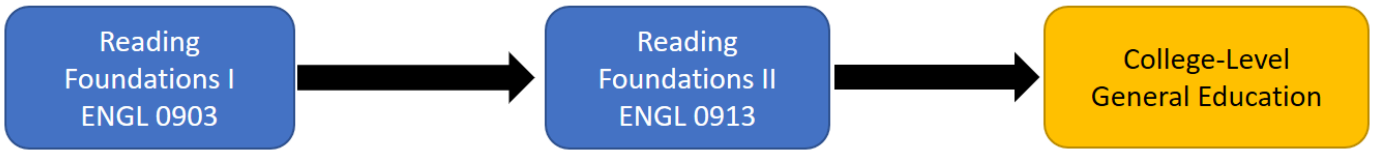
Math Course Sequence Academic Year 2017-18



Writing Course Sequence Academic Year 2017-18



Reading Course Sequence Academic Year 2017-18



Appendix C

Grade Distribution for Reading Courses

ENGL0903	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018											
Fall 2018	233	35	47	51	15	33	0	52	0	78%	57%
Spring 2019	80	21	22	14	0	10	0	13	0	84%	71%
Total	**313**	**56**	**69**	**65**	**15**	**43**		**65**	**0**	**79%**	**61%**

ENGL0913	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	74	16	24	11	1	4	0	18		76%	69%
Fall 2018	695	192	173	114	29	85	1	101		85%	69%
Spring 2019	390	98	82	61	18	61	0	70		82%	62%
Total	**1159**	**306**	**279**	**186**	**48**	**150**	**1**	**189**	**0**	**84%**	**67%**

HIST1483	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	209	98	45	19	18	10	0	19	0	91%	78%
Fall 2018	973	289	222	149	64	116	3	129	1	86%	68%
Spring 2019	704	215	140	110	46	89	0	103	1	85%	66%
Total	**1886**	**602**	**407**	**278**	**128**	**215**	**3**	**251**	**2**	**86%**	**68%**

HIST1493	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	346	192	62	25	15	25	0	27	0	92%	81%
Fall 2018	1642	463	336	290	123	207	1	222	0	86%	66%
Spring 2019	1471	451	340	218	82	150	2	227	1	84%	69%
Total	**3459**	**1106**	**738**	**533**	**220**	**382**	**3**	**476**	**1**	**86%**	**69%**

Retention is defined as earning a grade of A-F in the course. Success is defined as earning a C or better in the course.

Grade Distribution for Writing Courses											
ENGL0923	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2018	8	3	1	1	0	1	0	2	0	75%	63%
Fall 2018	180	57	21	25	13	29	4	31	0	81%	57%
Spring 2019	87	28	9	12	7	13	1	17	0	79%	56%
Total	**275**	**88**	**31**	**38**	**20**	**43**	**5**	**50**	**0**	**72%**	**57%**
ENGL0933	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2018	34	11	7	6	0	1	0	9	0	74%	71%
Fall 2018	441	75	81	90	20	75	0	100	0	77%	56%
Spring 2019	245	56	47	30	20	40	0	51	1	79%	54%
Total	**720**	**142**	**135**	**126**	**40**	**116**		**160**	**1**	**78%**	**56%**
ENGL1113	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2018	323	101	91	40	8	27		56		83%	72%
Fall 2018	3218	957	911	570	127	215	2	436		86%	76%
Spring 2019	1536	376	363	252	81	141	2	321		79%	65%
Total	**5077**	**1434**	**1365**	**862**	**216**	**383**	**4**	**813**		**84%**	**72%**

Retention is defined as earning a grade of A-F in the course. Success is defined as earning a C or better in the course.

Grade Distribution for Math Courses

MATH0003	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	49	26	8	3	2	5	0	5	0	90%	76%
Fall 2018	443	43	70	65	48	138	0	79	0	82%	40%
Spring 2019	237	38	37	53	19	49	2	39	0	83%	54%
Total	**729**	**107**	**115**	**121**	**69**	**192**	**2**	**123**	**0**	**83%**	**47%**

MATH0013	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	143	24	30	34	8	21	0	26	0	82%	62%
Fall 2018	969	208	189	159	77	194	0	142	0	85%	57%
Spring 2019	739	127	135	137	52	153	0	134	1	82%	54%
Total	**1851**	**359**	**354**	**330**	**137**	**368**	**0**	**302**	**1**	**84%**	**56%**

MATH0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	29	11	8	1	0	1	0	8	0	72%	69%
Fall 2018	520	155	116	95	25	47	0	81	1	84%	70%
Spring 2019	510	135	129	86	27	60	0	73	0	86%	69%
Total	**1059**	**301**	**253**	**182**	**52**	**108**	**0**	**162**	**1**	**85%**	**69%**

MATH0403	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	7	4	1	1	0	0	0	1	0	86%	86%
Fall 2018	285	93	71	31	19	36	2	33	0	88%	68%
Spring 2019	177	62	57	18	10	11	2	17	0	89%	77%
Total	**469**	**159**	**129**	**50**	**29**	**47**	**4**	**51**	**0**	**88%**	**72%**

MATH1473	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	59	20	20	6	3	6	0	4	0	93%	78%
Fall 2018	560	140	153	102	37	70	1	57	0	90%	71%
Spring 2019	357	108	107	57	25	23	2	35	0	90%	76%
Total	**976**	**268**	**280**	**165**	**65**	**99**	**3**	**96**	**0**	**90%**	**73%**

MATH1513	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2018	260	68	45	42	24	33	0	47	1	82%	60%
Fall 2018	1545	399	331	283	97	188	0	246	1	84%	66%
Spring 2019	1505	399	399	280	89	137	0	201	0	87%	72%
Total	**3310**	**866**	**775**	**605**	**210**	**358**	**0**	**494**	**2**	**85%**	**68%**

Retention is defined as earning a grade of A-F in the course. Success is defined as earning a C or better in the course.

Appendix D

List of courses and programs suppressed, deleted, or changed due to assessment, program review, and program mapping work during the 2018-19 academic year that go into effect Fall 2019.

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
MUSC	1181	Percussion Class	SC	This course has not made due to lack of enrollment for several consecutive semesters.	Fall 2019
MUSC	1142	Computer Music Techniques	SC	This course has not made due to lack of enrollment for several consecutive semesters.	Fall 2019
		Business Management, AAS	MP	Courses Deleted from Program: MGMT 1353 Management Essentials, BUSN 2453 Human Resource Management. MGMT 2353 Business Policy. Changed controlled electives from 9 hours to 6 hours. Courses added to program: MGMT 1353 Management Essentials (required, previously was optional elective), BUSN 2633 Industrial and Organizational Psychology, MKTG 2433 Product Innovation and Creativity.	Fall 2019
		Business Marketing, AAS	MP	Changed Controlled electives from 9 hours to 6 hours Business and IT courses. Added MKTG 2433 Product Innovation and Creativity as a required marketing course.	Fall 2019
		Business, CER	MP	Courses Deleted from Program: CSYS 2073 MS Office, MGMT 2123 Leadership Development, MKTG 2343 Customer Service. Courses added to program HRES 2113 Human Resources Management, MGMT 2363 Principles of Management, MKTG 2423 Principles of Marketing, MKTG 2363 Retail Management, MGMT 2323 Organizational Behavior, BUSN 2433 Introduction to Entrepreneurship, MKTG 2443 Product Innovation and Creativity. Proposing name change to Business Management Certificate	Fall 2019
MKTG	2433	Product Development	MC	Change course title from Product Development to Product Innovation and Creativity.	Fall 2019
MKTG	1403	Marketing Internship I	SC	Suppressed Course Internship. Opportunities will be possible on an individual basis for elective credit through MGMT 2103.	Fall 2019
MKTG	1423	Marketing Internship II	SC	Suppressed Course Internship. Opportunities will be possible on an individual basis for elective credit through MGMT 2103.	Fall 2019
MKTG	1433	Marketing Internship III	SC	Suppressed Course Internship opportunities will be possible on an individual basis for elective credit through MGMT 2103.	Fall 2019
MKTG	1453	Marketing Internship IV	SC	Suppressed Course Internship. Opportunities will be possible on an individual basis for elective credit through MGMT 2103.	Fall 2019
MGMT	2113	Supervisory Management	SC	Suppressed Course- Supervisory management component of MGMT 2113 will be incorporated into MGMT 2363 Principles of Management.	Fall 2019
MGMT	2453	Human Resources Management	SC	Suppressed Course- Core mgmt. course requirements will include MKTG 2433 and BUSN 2633 in place of MGMT 2453 to provide foundation in innovation and creativity as well as organizational behavior.	Fall 2019
MGMT	2353	Business Policy	SC	Suppressed course-Core mgmt. course requirements will include MKTG and BUSN 2633 in place of MGMT 2353 to provide a foundation in innovation and creativity as well as organizational behavior.	Fall 2019
MGMT	1353	Management Essentials	MC	Changed course title from Management Essentials to Interpersonal Skills for Managers.	Fall 2019
MGMT	2443	Imagination, Innovation, and Creativity	SC	MGMT 2443 will be incorporated into MKTG 2433 (new course name) Product Innovation and Creativity.	Fall 2019
PSYC	2153	Crisis Intervention/ Experience	SC	Course is no longer offered because it is not a part of the map.	Fall 2019

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Discipline	Number	Course/Program	Request Type	Comments	Term Effective
SOCI	2153	Crisis Intervention/ Experience	SC	Course is no longer offered because it is not a part of the map.	Fall 2019
MKTG	2453	Retail Management	NC	Course will allow for retail management credential, certificate, and satisfy elective requirement in AAS Business: Management	Fall 2019
CSYS	2743	Python Programming	NC	The Tiobe Index identifies Python as the fourth most popular language. TCC currently offers classes for the first 9 languages listed in this index with the exception of Python which has become popular over the last few years. Python is used in many sections of Intro to Programming course as a basic overview of programming, but there is a need to offer a course fully dedicated to this language in order to prepare students with current job skills. Python also has special application to both Web development, database access, and business analytics.	Fall 2019
GRMN	1001	German for Communication I	SC	Low enrollment	Fall 2019
GRMN	1201	German for Communication II	SC	Low enrollment	Fall 2019
GRMN	1301	German for Communication III	SC	Low enrollment	Fall 2019
RELG	2243	Christian Ethics and Social Thought	SC	This course has not been offered in several years	Fall 2019
ENGL	2893	Minority Literature	RSC	Reactivating a suppressed course and also changing the name to African American Literature. Pre req change to ENGL 1113 or instructor approval.	Fall 2019
		Information Technology AAS, Web Development Option	MP	Courses deleted from the program: CSCI 2283 Visual Basic, CSYS 2503 ASP.NET, CSYS 2603 Mobile Web Design, CSYS 2853 Ruby, CSYS 2863 Rails I, Controlled Electives: CSYS 2873 Rails II, CSCI 2983 Information Technology Capstone/Internship. Courses added to the program: MKTG 2423 Principles of Marketing, BUSN 2503 Principles of Project Management Computer Information Systems classes to be added: CSYS 2743 Python Programming (New Course), CSYS 2293/MKTG 2293 Social Media. Controlled Electives to be added: DGMD 1113 Adobe Photoshop, CSYS 2613 C# Programming, CSYS 2793 Mobile Development - Android. The following courses are moved from controlled electives to required CIS classes: CSYS 1393 Web Design, CSCI 1483 Introduction to Unix Course name change CSYS 2033 JavaScript. (Name Change previously scripting)	Fall 2019
CSYS	1393	Web Design and Marketing	MC	Remove CSCI 1203 and MKTG 2423 as prerequisites	Fall 2019
CSYS	1443	Electronic Commerce	MC	Remove CSCI 1203 and MKTG 2423 as prerequisites	Fall 2019
CSYS	2033	Scripting	MC	Change title to JavaScript and change prerequisite to CSYS 1013 or instructor approval	Fall 2019
CSYS	2293	Social Media	MC	Remove CSCI 1203 and MKTG 2423 as prerequisites	Fall 2019
CSYS	2463	PHP Programming	MC	Change prerequisite to CSYS 1013 or instructor approval	Fall 2019
		Information Technology Certificate, Web Development Option	MP	Courses deleted from the program: CSCI 2283 Visual Basic, CSYS 2503 ASP.NET, CSYS 2603 Mobile Web Design, CSYS 2853 Ruby, CSYS 2863 Rails I, CSYS 2873 Rails II, Controlled Electives: CSCI 2983 Information Technology	Fall 2019

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
				Capstone/Internship. Courses added to the program: CSYS 1393/MKTG 1393 Web Design and Marketing. The following courses are listed in the controlled electives: CSYS 2743 Python Programming (New Course), CSYS 2293/MKTG 2293 Social Media, DGMD 1113 Adobe Photoshop, CSYS 2613 C# Programming, CSYS 2793 Mobile Development-Android. Hours will change from 39 to 27	
		Information Technology AAS, Website Management Option	DPO	Merge courses with the Information Technology AAS Web Development Option. This action is requested because of the overlap in course offerings and similarity between the IT AAS Website Management option and the IT AAS Web Development option.	Fall 2019
OCTA	1363	Applied Anatomy for OTA's	MC	Labs have been divided into 2 sections for teacher student ratio from 1:20 to 1:12	Fall 2019
OCTA	2203	Therapeutic Adaptations	MC	Labs have been divided into 2 sections for teacher student ratio from 1:20 to 1:12	Fall 2019
OCTA	2233	Developmental Disabilities Theory and Practice	MC	Labs have been divided into 2 sections for teacher student ratio from 1:20 to 1:12	Fall 2019
OCTA	1443	Psychosocial Theory and Practice	MC	Labs have been divided into 2 sections for teacher student ratio from 1:20 to 1:12	Fall 2019
CVTC	1003	Introduction to Cardiovascular Technology	MC	Change in Pre req must now be accepted into program to take the course	Fall 2019
CVTC	1013	Cardiovascular Anatomy and Physiology	MC	Change in Pre req must now be accepted into program to take the course	Fall 2019
CVTC	1023	Cardiovascular Pharmacology	MC	Change in pre req	Fall 2019
CVTC	1034	Cardiovascular Skills Practicum	MC	Change in pre req	Fall 2019
CVTC	1044	Cardiovascular Pathophysiology	MC	Change in pre req	Fall 2019
CVTC	1063	Clinical Practicum I	MC	Change in pre req	Fall 2019
CVTC	2103	Invasive Procedures I	MC	Change in pre req	Fall 2019
CVTC	2125	Clinical Practicum II	MC	Change in pre req	Fall 2019
CVTC	2133	Invasive II	MC	Change in pre req	Fall 2019
CVTC	2145	Clinical Practicum III	MC	Change in pre req	Fall 2019
		AAS Nursing	MP	Nursing is changing the entrance exam to the ATI TEAS exam. Research shows TEAS scores are a significant predictor of success in Nursing and Allied Health Programs.	Fall 2019
DMS	2153	Vascular Ultrasound	MC	Course description change and pre req change	Fall 2019
DMS	1263	Neurosonography and Small Parts Ultrasound	MC	Course description change and pre req change	Fall 2019
DMS	1233	OB/GYN Sonography I	MC	Course description change and pre req change	Fall 2019
DMS	1002	Introduction to Diagnostic Medical Sonography	MC	Course description change and pre req change	Fall 2019
DMS	1223	Abdominal Sonography I	MC	Course description change and pre req change	Fall 2019
DMS	2123	Abdominal Sonography II	MC	Course description change and pre req change	Fall 2019

Request Types:
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Discipline	Number	Course/Program	Request Type	Comments	Term Effective
DMS	2133	OB/GYN Sonography II	MC	Course description change and pre req change	Fall 2019
CHLD	2113	Introduction to Child Care Management	MC	Course description change, will offer in more than fall semester	Fall 2019
CHLD	2101	Quality Child Care	SC	Course does not appear on any CHLD map	Fall 2019
CHLD	2263	Social and Emotional Development: Birth to Eight	MC	Course description change, will offer in more than fall semester	Fall 2019
CHLD	2003	Child Development in the Lifespan	MC	Course description change, adding pre req of background check required	Fall 2019
CHLD	2253	Child Development Practicum	MC	Course description change and change from 3 lecture hours to 1 lecture and 4 lab hours.	Fall 2019
CHLD	2243	Language and Cognitive Development: Birth to Eight	MC	Course description change, will offer in more than spring semester	Fall 2019
CHLD	2413	Professionalism & Leadership in Early Care and Education	MC	Course description change, will offer in more than fall semester	Fall 2019
CHLD	1102	CDA: Competencies 1 & 4	SC	Course no longer offered as a part of the Child Development Program	Fall 2019
CHLD	1202	CDA: Competency 3	SC	Course no longer offered as a part of the Child Development Program	Fall 2019
CHLD	1302	CDA: Competency 2	SC	Course no longer offered as a part of the Child Development Program	Fall 2019
CHLD	1402	CDA: Competencies 5 & 6	SC	Course no longer offered as a part of the Child Development Program	Fall 2019
CHLD	2181	Early Childhood Gardening Activities for Teachers	SC	Course does not appear on any CHLD map	Fall 2019
CHLD	1101	CDA: Application and Assessment Preparation	SC	Course no longer offered as a part of the Child Development Program	Fall 2019
		Physics, AS		Remove PHYS 1114, General Physics I from the recommended electives section of the Physics program map. PHYS 1114 does not transfer as a major requirement to other 4 year institutions for Physics majors. Number of hours will remain the same	Fall 2019
CSCI	2783	Advanced UNIX (Linux)	MC	Course description change	Fall 2019

Request Types:
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Discipline	Number	Course/Program	Request Type	Comments	Term Effective
BUSN	2313	Business Law I	SC	BUSN 2313 is no longer required coursework in any map	Fall 2019
BUSN	2323	Business Law II	SC	BUSN 2323 is no longer required coursework in any map	Fall 2019
		Child Development Certificate, Certificate of Mastery	MP	Adding CHLD 2113 Introduction to Child Care Management to give students flexibility to achieve credential. Number of hours will remain the same	Fall 2019
		Child Development AAS, Early Childhood Option	MP	Changing controlled electives to recommended electives for greater flexibility for students. Number of hours will remain the same	Fall 2019
		Digital Media Certificate, Broadcast Production Specialist	MP	<u>Courses deleted from program:</u> ENGL 1083 Grammar and Mechanics MCOM 1613 Radio Production MCOM 2143 Studio Production MCOM 2433 Field Production MCOM 2633 Radio Announcing <u>Courses added to program:</u> MCOM 2023 Electronic Communication DGMD 2353 Adobe Premiere MUSC 1053 Recording Studio Techniques This change will update program requirements to ensure students gain production skills across broadcast platforms to prepare for the current and future workforce. Number of hours will remain the same	Fall 2019
		Digital Media AAS, Broadcast Production Specialist	MP	<u>Courses deleted from program:</u> ENGL 1083 Grammar and Mechanics MCOM 1613 Radio Production MCOM 2143 Studio Production MCOM 2433 Field Production MCOM 2633 Radio Announcing <u>Courses added to program:</u> MCOM 2023 Electronic Communication DGMD 2353 Adobe Premiere MUSC 1053 Recording Studio Techniques This change will update program requirements to ensure students gain production skills across broadcast platforms to prepare for the current and future workforce Number of hours will remain the same	Fall 2019
		Communication Arts & Technologies AA, Mass Communication: Electronic and Broadcast Communication Option	MP	<u>Courses deleted from program:</u> ENGL 1083 Grammar and Mechanics <u>Courses added to program</u>: MCOM 2023 Electronic Communication DGMD 2353 Adobe Premiere This change will update program requirements to better fulfill program learning outcomes and transfer requirements Number of hours will remain the same	Fall 2019

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
COLL	1991	Orientation to U.S. Higher Education	NC	This course is offered for new F-1 visa students to ground them in U.S Higher Education practices culture and to solidify understanding of immigration regulations to main status.	Fall 2019
		Information Technology AAS, System Support Technician Option	MP	Courses added to program: CSCI 2783 Advanced Unix (Linux) Courses deleted form program: CSYS 2943 Windows Server Advanced Administration CSYS 2953 Windows Server Advanced Servers Advisory committee-industry contacts in the Tulsa area mentioned the one Windows Server Administration course is sufficient. The committee also recommended to change those two courses with what a better course as far as entry level IT support Number of hours will change from 63-60.	Fall 2019
		Communications Arts & Technologies AA, Mass Communication: Strategic Communication Option	MP	Courses deleted from program: ENGL 1083 Grammar and Mechanics. This change will update program requirements to better fulfill program learning outcomes and transfer requirements. The number of hours will remain the same.	Fall 2019
		Geographic Information Systems, Certificate	MP	GIS is changing one of their courses from 4 hours to 3 hours which will reduce the certificate from 17 hours to 16 hours.	Fall 2019
GEOG	2344	Introduction to Geographic Information Systems	MC	Changed credit hours from 4 to 3.	Fall 2019
MCOM	1113	Writing for the Mass Media	MC	ENGL 1083 is no longer being offered the course content will be incorporated into MCOM 1113 as needed. Removal of Media Writing Skills Test as part of course description, as new methods of assessment are now being used.	Fall 2019
MCOM	1123	News Writing and Reporting	MC	Course number change to MCOM 2123 and pre req change. With the prerequisites required and the course and the course learning outcomes, this course should be a 2000 level course. MCOM 2023 has been added as a prerequisite to better support course learning outcomes.	Fall 2019
MCOM	1613	Radio Production	SC	Suppress course, course no longer required in program	Fall 2019

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
MCOM	2413	Studio Production	SC	Suppress course, course no longer required in program	Fall 2019
MCOM	2433	Field Production	SC	Suppress course, course no longer required in program	Fall 2019
MCOM	2631	Radio Practicum	SC	Suppress course, course no longer required in program	Fall 2019
MCOM	2633	Radio Announcing	SC	Suppress course, course no longer required in program	Fall 2019
ART	1013	Fundamentals of Art I	MC	Course title change to Art Foundations: 2-D Design. No pre req and maybe taken concurrently with Art Foundations: 3-D Design	Fall 2019
ART	1083	Fundamentals of Art II	MC	Course title change to Art Foundations: 3-D Design. Course description change and can be taken concurrently with Art Foundations: 2-D Design	Fall 2019
		Business Administration, AS	MP	Reducing the controlled electives from 12 hours to 6 hours and now requiring BUSN 1053 Introduction to Business and BUSN 2433 Intro to Entrepreneurship. Reducing the number of controlled electives from 12-6 allows for the requirement of 6 hours of coursework that satisfy transfer partner institution requirement. Furthermore, the remaining 6 credit hours defined by degree map will allow for better articulation to a wider degree of diverse business programs at partner institutions.	Fall 2019
		Aviation Sciences Technology, AAS	DPO	Submitted documentation for Letter of Intent to be sent to the State. Wanting to separate Professional Pilot and Management option into their own standalone degrees.	Fall 2019
		Child Development AS, Child and Family Transfer Option	MP	<u>Courses added to program:</u> MATH 2193 Elementary Statistics <u>Course deleted from Program:</u> CHLD 2413 Professionalism & Leadership in Early Care & Education Changes are to reflect OSU requirements.	Fall 2019
		Information Technology Certificate, Programming Option	MP	<u>Courses deleted from program.</u> CSCI 2283 Visual Basic CSYS 2503 ASP.NET CSYS 2603 Mobile Web Design CSYS 2853 Ruby CSYS 2863 Rails I CSYS Rails II CSCI 2983 Information Technology Capstone/ Internship <u>Courses added to the program:</u> CSCI 2683 Data Structures The following are listed as controlled electives CSYS 2033 JavaScript (name change from Scripting) CSYS 2463 PHP Programming CSCI 1483 Introduction to Unix (Linux) BUSN 2503 Principles of Project Management CSYS 1793 iOS Development MATH 1513 Precalculus I CSYS 2743 Python Programming. Changes to curriculum are proposed to eliminate low enrollment course, update course offerings to	Fall 2019

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Discipline	Number	Course/Program	Request Type	Comments	Term Effective
				industry trends. Hours will be reduced from 39-27	
		Information Technology AAS, Programming Option	MP	Courses deleted from program. CSCI 2283 Visual Basic CSYS 2413 Advanced Java CSYS 2503 ASP.NET CSYS 2853 Ruby CSYS 2863 Rails I CSCI 2983 Information Technology Capstone/ Internship Courses added to the program: CSCI 2683 Data Structures The following are listed as controlled electives CSYS 2033 JavaScript (name change from Scripting) CSYS 2463 PHP Programming CSCI 1483 Introduction to Unix (Linux) BUSN 2503 Principles of Project Management CSYS 2793 Android Development CSYS 1793 iOS Development MATH 1513 Precalculus I CSYS 2743 Python Programming. Changes to curriculum are proposed to eliminate low enrollment course, update course offerings to industry trends. Hours will remain the same at 60.	Fall 2019
		Paralegal AAS	SP	Suspend program because of accreditation reasons	Fall 2019
		Paralegal Certificate	NP	Submitted documentation for Letter of Intent to be sent to the State	Fall 2019
QCTT	2433	Non-Destructive Testing	NC	content was requested by advisory committee and industry representatives from manufacturing, testing, and aviation sectors throughout TCC operating area	Fall 2019
		Engineering Technology, CER Quality Technician	MP	Courses deleted from Program: Computer Information Systems requirement ENGL 1113 Composition I MGMT1353 Management Essentials MATH 1454 Technical Mathematics MATH 1513 Precalculus I QCTT 2423 Quality Standards, Specs & ISO 9000 Courses added to the program: ENGT 1513 Safety ENGT 1313 Manufacturing Process and Procedures ENGT 2463 Project Engineering and Management ENGT 2153 Lean, Six Sigma, Quality Systems Math requirements are sufficiently addressed within existing courses and labs. Changes were made to reduce number of courses offered. The Engineering Advisory Board addressed the changes and consensus was given to consolidate the course. Number of hours will be reduced from 31-27.	Fall 2019
RELG	2330	Filed Studies in Religion	SC	Suppress Course	Fall 2019
ENGL	1083	Grammar and Mechanics	SC	Suppress Course	Fall 2019
NURS	2432	Complex Mental Health	MC	Course description change. Change of NURS 1363 from a pre req to a co req.	Fall 2019
CSCI	2033	Excel	MC	Course Description change	Fall 2019
CSCI	1203	Computer Concepts and Applications	MC	Course Description change	Fall 2019
CSCI	2283	Visual Basic	SC	Suppress Course	Fall 2019
CSYS	2853	Ruby	SC	Suppress Course	Fall 2019
CSCI	2773	Adv Database for UNIX (Linux) Systems	SC	Suppress Course	Fall 2019
CSYS	2873	Rails II	SC	Suppress Course	Fall 2019
CSYS	2503	ASP.NET	SC	Suppress Course	Fall 2019

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Discipline	Number	Course/Program	Request Type	Comments	Term Effective
PSYC/SOCI	2153	Crisis Intervention/ Experience	MC	Changing and reactivating a previously suppressed course to HSVC 2713. This course has been a part of the Human Services curriculum since 1992. Pre reqs will change to HSVC 1113 and HSVC 1213	Fall 2019
SOCI	2143	Inequalities in America	MC	Changing course title to Inter-Cultural Dynamics and Inclusion and the course description	Fall 2019
MATH	1454	Technical Mathematics	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	0123	Essentials for Precalculus I	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	1483	Math Functions and Their Uses	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	1613	Precalculus II	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	2114	Analytic Geometry and Calculus I	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	0403	Essentials for Quantitative Reasoning	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	1473	Quantitative Reasoning	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	1513	Precalculus I	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	1715	Precalculus I and II	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
MATH	2193	Elementary Statistics	MC	Course description and pre req changes. The pre req changes reflect the change using high school GPA as placement.	Fall 2019
PHTA	2486	Clinical Practice III	MC	Course Title change	Fall 2019
PHTA	2432	Clinical Practice II	MC	Course Title Change/ Course number change and course description change.	Fall 2019
PHTA	2442	Psychosocial Aspects in Physical Therapy	MC	Change in credit hours. Reducing from 2 hour course to 1 hour course.	Fall 2019
BUSN	1123	Keyboarding I	SC	Suppress Course	Fall 2019
OCTA	1511	Fieldwork IA	MC	ACOTE standards do no have a statement of required minimum hours to be completed. Each fieldwork setting is unique regarding hours of operations and service delivery. Due to the various settings student outcomes are measured by assessment measures rather than hours completed. This change is reflected in the new course description.	Fall 2019
CSYS	2703	Computers in the Law	SC	Suppress Course	Fall 2019
		AAS Occupational Therapy Assistant	MP	Change in application deadline date from January 15th to January 1st. This is to help students who apply to both PTA and OTA to make an informed decision on which program to accept admissions should they receive an acceptance letter from both. Number of hours remain the same.	Fall 2019
		AAS Physical Therapist Assistant Program	MP	Suppressed PHTA 1221 and reduced PHTA 2442 from 2 hour to 1 hour. Increases 2432 to 3 credit hours and added 40 hours of clinical as a requirement for the course. As a result the restructuring of these courses reduced the program from 68 hour to 67 hours.	Fall 2019
CSYS	2863	Rails I	SC	Suppressed course	Fall 2019

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
ACCT	2543	Managerial Accounting in Health Care Organizations	SC	Suppress Course	Fall 2019
ACCT	2533	Fundamentals of Health Care Accounting	SC	Suppress Course	Fall 2019
		AA Art	MP	The Art Department wants to modify the curriculum to match the current Art Program Map. This change will also improve transferability of the AA. The specialized course requirements will change to 21 core are hours and 6 hours of controlled electives. The hours will remain the same.	Fall 2019
THEA	2351	Die Laughing Improve Troupe	MC	Changing the course title to Improvisation. The class no longer is using the entire class in the actual troupe. The class is a true improvisation class. From the class individuals can be selected to perform rather than using the entire class in performances all the time.	Fall 2019
OCTA	2376	Fieldwork IIB	SC	Suppress course	Fall 2019
DRFT	1442	Descriptive Geometry	MC	Pre req change. Instead of DRFT 1324 or DRFT 2204 changing to DRFT 1324 AND DRFT 2204	Fall 2019
COLL	1002	First Year Experience Seminar	MC	Changing the title, number, and number of hours for the course. Course will change to COLL 1003 College Success. Course elements will be kept, updated, and some of them slightly expanded, the additional credit hour will primarily allow us to "help create a unified experience for first-year and other students, with a fundamental goal of signaling the importance of reading, and to place reading within the larger context of important components of a liberal education."	Fall 2019
RADT	2323	Radiographic Special Procedure	MC	Pre req change. Eliminating CSCI 1203 as a pre req for the course.	Fall 2019
		AAS Occupational Therapy	MP	Changing OCTA 2356 to a 16 week instead of 8 week course which will allow more flexibility and opportunity with student placement in fieldwork settings within the community. As a result OCTA 2376 will be suppressed. This changes the program from 67 hours to 61 hours.	Fall 2019
CSYS	2793	Mobile Development	RSC	Reactivating a suppressed course	Fall 2019
		AAS Dental Hygiene	MP	Combining DHYG 1302 Oral Embryology and Histology and DHYG 1012 Dental and Oral Anatomy into one course and will suppress DHYG 1012. This changes the program from 85 hours to 84.	Fall 2019