



Annual Report of Student Assessment Activity
2017-2018

**Submitted to the
Oklahoma State Regents for
Higher Education**

December 1, 2018

SR-1819-3276

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 both remedial and college-level courses, 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.....	12
Administering Assessment.....	12
II-1. Describe the institutional general education competencies/outcomes and how they are assessed.	12
II-2. Describe how the assessments were administered and how students were selected.	13
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?	14
Analyses and Findings.....	14
II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.	14
II-6. How is student performance tracked into subsequent semesters and what were the findings?	19
II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.	20
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.....	26
III-2. What were the analyses and findings from the program outcomes assessment?	26
III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?.....	27
Section IV – Student Engagement and Satisfaction.....	27
Administration of Assessment.....	27
IV-1. What assessments were used and how were the students selected?.....	27
IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?	28

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?	35
Section V – Assessment Budgets	35
Appendix A.....	37
Math Course Placement Guidelines	37
Reading Course Placement Guidelines	38
Writing Course Placement Guidelines	38
Appendix B.....	39
Math Course Sequence Academic Year 2017-18.....	39
Writing Course Sequence Academic Year 2017-18	39
Reading Course Sequence Academic Year 2017-18	39
Appendix C.....	40
Appendix D.....	43

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 were given the option to provide their HS GPA as an additional component.

ACT (19 or above), SAT (530 or above), 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, the institution had to begin using the ACCUPLACER Next-Generation tests, as they have a separate test for those needing to take Precalculus 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). Students could place into Quantitative Reasoning by test score alone (263 or above), or a combination of test score and HS GPA (255-262 ACCUPLACER with HS GPA 3.0 or above).

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).

In addition, students with old test scores could use those tests scores to place into college-level coursework. 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. While reading co-requisite was piloted in Fall 2017 on just a few course sections, it was not continued. 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.

In addition, students with old test scores could use those tests scores to place into college-level coursework. 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 0055 – Math Foundations I & 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. During the 17-18 academic year, about 44% 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 both remedial and college-level courses, 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 2017		Fall 2017*		Spring 2018	
		# 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	15	80.0%	226	55.6%	93	60.2%
	ENGL 0933	55	67.3%	496	49.8%	297	57.9%
	ENGL 0943			247	67.2%	165	73.9%
	ENGL 1113	323	69.0%	3,378	72.4%	1,476	65.6%
Reading	ENGL 0903			377	70.8%	133	56.4%
	ENGL 0913	55	80.0%	501	64.8%	373	64.3%
	HIST 1483	191	77.0%	969	63.0%	733	62.7%
	HIST 1493	371	77.6%	1,658	65.1%	1,407	65.5%
Math	MATH 0003	69	63.8%	550	52.9%	201	45.8%
	MATH 0013	161	63.4%	1,138	51.8%	833	49.1%
	MATH 0055	18	11.1%				
	MATH 0105	53	47.2%				
	MATH 0403			378	59.3%	211	77.7%
	MATH 0123	172	59.9%	414	58.5%	461	70.4%
	MATH 1473	49	63.3%	759	58.9%	419	72.6%
	MATH 1513	408	65.0%	1,829	63.3%	1,565	70.8%

*Co-requisite courses were implemented in Fall 2017.

As can be seen in Table 1, developmental writing had success rates ranging from 49.8% to 80.0%. Composition I had success rates ranging from 65.6% to 72.4%. Developmental reading had success rates ranging from 56.4% to 80.0%. Gateway history courses had success rates ranging from 62.7% to 77.6%. Developmental math courses had success rates ranging from 45.8% to 63.8%. Co-requisite courses had a success rate ranging from 59.3% to 77.7%. College-level math courses had

success rates ranging from 58.9% to 72.6%. Generally, students perform better in summer classes according to this data.

Of the 3,768 first-time entering, credential-seeking students in the fall 2017, 1,247 (33.1%) placed in developmental writing: 690 (18.3%) one level below college level, our co-requisite; 340 (9.0%) placed into Writing Foundations II; and, 217 (5.8%) placed into our lowest level developmental writing, Writing Foundations I. 911 (24.2%) placed in developmental reading: 529 (14.0%) one level below college level; and, 382 (10.1%) two levels below college level. 2,100 (55.7%) placed into developmental mathematics: 746 (19.8%) one level below college level, co-requisite; 528 (14.0%) two levels below college level; and, 826 (21.9%) three levels below college level. The following tables provide the enrollment and success rates for students in the Fall 2017 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2017 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		2,376	63.1%	690	18.3%	340	9.0%	217	5.8%	145	3.8%
ENGL 0923	Took	1	<0.1%	22	3.2%	12	3.5%	158	72.8%	3	6.1%
	Earned C or better	0	0.0%	16	72.7%	6	50.0%	88	55.7%	3	100.0%
ENGL 0933	Took	4	0.2%	171	24.8%	255	75.0%	54	24.9%	3	6.1%
	Earned C or better	3	75.0%	95	55.6%	124	48.6%	39	72.2%	1	66.7%
ENGL 0943	Took	7	0.3%	268	38.8%	2	0.6%	2	0.9%	1	0.6%
	Earned C or better	4	57.1%	185	69.0%	1	50.0%	2	100.0%	1	100.0%
ENGL 1113 Co-Req	Took	7	0.3%	268	38.8%	2	0.6%	2	0.9%	1	0.6%
	Earned C or better	3	42.9%	166	61.9%	0	0.0%	1	50.0%	1	100.0%
ENGL 1113 College-level	Took	1,622	68.3%	41	5.9%	55	16.2%	7	3.2%	7	4.8%
	Earned C or better	1,137	70.1%	33	80.5%	39	70.9%	4	57.1%	3	42.9%

Of the 3,768 first-time entering, credential-seeking students in the fall of 2017, 2,012 (53.4%) took Composition I (ENGL 1113), and 1,387 (68.9%) of those students successfully completed the course. Of the 1,247 students who placed into developmental writing at any level, 375 (30.1%) took Composition I (ENGL 1113), with 247 (65.9%) of those students successfully completing the course. 158 (72.8%) of the 217 students who placed into Writing Foundations I took the course; 88 (55.7%) of those students successfully completed Writing Foundations I in their first year. 255 (75.0%) of the 340 students who placed into Writing Foundations II took the course; 124 (48.6%) of those students successfully completed Writing Foundations II in their first year. 1,622 (68.3%) of the students who were deemed college ready in writing took Composition I; 1,137 (70.1%) of those students earned a C or better in Composition I in their first year.

Table 3. Fall 2017 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		2,754	73.1%	529	14.0%	382	10.1%	103	2.7%
ENGL 0903	Took	2	0.1%	17	3.2%	322	84.3%	3	3.6%
	Earned C or better	1	50.0%	11	64.7%	229	71.1%	1	33.3%
ENGL 0913	Took	13	0.5%	440	83.2%	155	40.6%	1	1.2%
	Earned C or better	8	61.5%	292	66.4%	108	69.7%	1	100.0%
HIST 1483	Took	611	22.2%	73	13.8%	20	5.2%	1	1.2%
	Earned C or better	378	61.9%	31	42.5%	11	55.0%	0	0.0%
HIST 1493	Took	968	35.1%	128	24.2%	38	9.9%	6	7.2%
	Earned C or better	622	64.3%	61	47.7%	17	44.7%	2	33.3%

Of the 3,768 first-time entering, credential-seeking students in the fall of 2017, 1,845 (49.0%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), and 1,122 (60.8%) of those students successfully completed the course. Of the 911 students who placed into developmental reading at any level, 259 (28.4%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), with 120 (46.3%) of those students successfully completing the course. 322 (84.3%) of the 382 students who placed two levels below college level took Reading Foundations I; 229 (71.1%) of those students successfully completed Reading I in their first year. 440 (83.2%) of the 529 students who placed into Reading Foundations II took Reading Foundations II; 292 (66.4%) of those students successfully completed the course in their first year. 1,579 (57.3%) of the students who were deemed college ready in reading took Pre- or Post-civil War History; 1,000 (63.3%) of those students earned a C or better.

Table 4. Fall 2017 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		1,420	37.7%	746	19.8%	528	14.0%	826	21.9%	248	2.5%
MATH 0003	Took	1	0.1%	3	0.4%	11	2.1%	467	56.5%	3	1.2%
	Earned C or better	1	100.0%	2	66.7%	7	63.6%	249	53.3%	1	33.3%
MATH 0013	Took	32	2.3%	11	1.5%	444	84.1%	373	45.2%	3	1.2%
	Earned C or better	20	62.5%	6	54.5%	255	57.4%	190	50.9%	2	66.7%
MATH 0403	Took	19	1.3%	251	33.6%	20	3.8%	10	1.2%	3	1.2%
	Earned C or better	13	68.4%	136	54.2%	16	80.0%	8	80.0%	3	100.0%
MATH 1473 Co-req	Took	19	1.3%	251	33.6%	20	3.8%	10	1.2%	3	1.2%
	Earned C or better	12	63.2%	127	50.6%	16	80.0%	7	70.0%	3	100.0%
MATH 1473 College-level	Took	210	14.8%								
	Earned C or better	125	59.5%								
MATH 0123	Took	48	3.4%	196	26.3%	92	17.4%	44	5.3%	4	1.6%
	Earned C or better	33	68.8%	124	63.3%	65	70.7%	37	84.1%	2	50.0%
MATH 1513 Co-req	Took	48	3.4%	195	26.1%	92	17.4%	44	5.3%	4	1.6%
	Earned C or better	34	70.8%	120	61.5%	63	68.5%	33	75.0%	2	50.0%
MATH 1513 College-level	Took	516	36.3%	6	0.8%	3	0.6%				
	Earned C or better	334	64.7%	4	66.7%	0	0.0%				

Of the 3,768 first-time entering, credential-seeking students in the fall of 2017, 1,421 (37.7%) took either Quantitative Reasoning or Precalculus I (MATH 1473 or MATH 1513), and 880 (61.9%) of those students successfully completed the course. Of the 2,100 students who placed into developmental math at any level, 621 (29.6%) took either Quantitative Reasoning or Precalculus I, with 370 (59.6%) of those students successfully completing the course. 467 (56.5%) of the 826 students who placed three levels below college level took MATH 0003; 249 (53.3%) of those students successfully completed the course in their first year. 444 (84.1%) of the 528 students who placed two levels below college level took MATH 0013; 255 (57.4%) of those students successfully completed the course in their first year. 452 (60.6%) of the 746 students who placed one level below college level, co-requisite, took MATH 1473 or 1513; 251 (56.3%) of those students successfully completed this course in their first year. 793 (55.8%) of the students who were deemed college ready in math took MATH 1473 or 1513; 505 (63.7%) 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. As a result of the placement test changes and implementation of co-requisite courses, we've seen an increase in students placing into a college-level course. In Fall 2016, 33.7% of students placed into college-level math. In Fall 2017, 57.7% of the incoming cohort placed such that they can begin in college-level math (37.7% placed college level, while 19.8% placed co-requisite). In Fall

2016, 67.7% of first-time entering students placed into college-level writing. In Fall 2017, 81.4% placed such that they can begin in college-level writing (63.1% placed college-level, while 18.3% placed co-requisite). However, in reading, minimal changes have been made. The percentage of students placing in college-level did not change from fall 2016 to 2017 (both were 73.1%).

Early results on the implementation of co-requisite in math and writing show some promise. Implementation of co-requisite in math has resulted in an increase of about 500 first-time entering students taking college-level math within their first year. Overall enrollment in college-level math increased by 631 in the 17-18 academic year over the previous year. College-level math course success rates have held steady at right below 70% for the two math pathways courses (Precalculus I and Quantitative Reasoning), even with the increase of enrollments and allowing students to take the courses less prepared than in the past. 642 more Fall 2017 first-time entering students were able to take college-level math in their first year than fall 2016 first-time entering students, an increase of 16.2%.

The co-requisite math courses were first offered in Fall 2017. They were only offered in face-to-face, 16-week formats. Co-requisite students were co-mingled with college-level students in their college-level math section. A difference was found in course success rates comparing 16-week, face-to-face sections of the college-level math course success rates between co-requisite students vs. co-mingled, college-level students vs. non-co-mingled, college-level students. 64.8% of students who placed co-requisite earned a C or better in their college-level math course. 68.1% of college-level students who took a section that was co-mingled with co-requisite students earned a C or better in their college-level math course. And, 75.3% of college-level students who took a section that was made up of only enrollments from other college-level students earned a C or better in their college-level math course. It should be noted that co-requisite course success rates dramatically increased in Spring 2018, the second semester of implementation, likely due to improvements made over fall course administration.

Early result for writing are not as significant. Fall 2017 first-time entering cohort enrollment in Composition I increased slightly over fall 2016, but remained equivalent to Fall 2015. Total enrollments for Composition I increased by more than 650 enrollments from academic year 2016-17 to 2017-18. Course success rates held steady at about 70% between the two academic years. The percentage of fall 2017 first-time entering students who took Composition I in their first year rose very slightly (1.1%) over fall 2016. The percentage of fall 2017 first-time entering students who took Composition II in their first year rose by 2.6% over fall 2016.

The co-requisite writing courses were also first offered in Fall 2017. Comparing only face-to-face, 16-week sections, 62.3% of students who took the co-requisite writing course earned a C or better. 69.9% of the students who placed college-level but took a section of Composition I that was co-mingled with co-requisite students earned a C or better. And, 75.7% of college-level students who took a section that was not co-mingled with co-requisite students earned a C or better.

A small pilot of a few sections of linking Reading Foundations II with history gateway courses was implemented in Fall 2017. However, due to curriculum and other issues, this model was not scaled up. The reading faculty and deans are continuing to research best practices in this arena in the effort of providing better reading remediation options to our students in the future.

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). TCC has done a complete overhaul of our student learning outcomes assessment processes and expectations. Thus, the 2015-16 and 2016-17 years were infrastructure building years.

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.

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

ILO	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	...
Communication Skills	Infrastructure Building Year	DC	A&E	IC	DC	A&E	IC	...
Critical Thinking			DC	A&E	IC	DC	A&E	...
Personal Responsibility				DC	A&E	IC	DC	...
Social Responsibility				DC	A&E	IC	DC	...

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

Assessment data were collected for Communication Skills (ILO #1) during the 2017-18 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 #1 were collected by departments within courses as outlined in each program's approved Program Assessment Plan. As can be seen in Table 6, some departments did not collect data on communication skills as we are still scaling our assessment work up. Students enrolled in courses that taught communication skills 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 2017-18 academic year, data was collected by programs on communication skills. As shown in Table 5, faculty within those programs will discuss the collected data during AY 2018-19 and plan instructional changes. Changes that occurred during the AY 2017-18 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 in Spring 2018 for TCC's ILO #1: Communication Skills. This was our first year collecting direct assessment data. The data for the institution overall and by course discipline can be found in Table 6. The data were submitted by the course instructors, and are being compiled and shared with departments as well as Deans and Department Chairs during the 2018-19 academic year to assist program faculty in making decisions on possible improvements to their instruction, curriculum, and other processes. Due to it being the first semester at entering data and mapping the curriculum, some departments were not prepared to enter Communication Skills data. TCC's Assessment Program Manager, as well as faculty assessment facilitators, are working with departments to finalize the infrastructure for those that did not participate in Spring 2018.

In certain situations, multiple course learning outcomes (CLOs) were reported on 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 reported on for a class, and how many classes in that discipline a student took in Spring 2018.

Table 6. Number and Percentage of Successfully Completed Communication Skills Assessments by Discipline for Spring 2018

Discipline	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Disciplines	25,911	22,450	86.6%
Accounting	N/A	N/A	N/A
Allied Health	36	36	100.0%
American Sign Language	40	40	100.0%
Art	472	423	89.6%

Discipline	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
Astronomy	40	34	85.0%
Aviation Sciences Technology	83	81	97.6%
Biology	9,284	7,966	85.8%
Biomedical Equipment Technology	N/A	N/A	N/A
Biotechnology	80	71	88.8%
Business	N/A	N/A	N/A
Cardiovascular Technology	153	130	85.0%
Chemistry	98	74	75.5%
Child Development	201	177	88.1%
Communication	1,722	1,584	92.0%
Computer Information Systems	12	12	100.0%
Criminal Justice	N/A	N/A	N/A
Dental Hygiene	411	405	98.5%
Diagnostic Medical Sonography	171	171	100.0%
Digital Media	295	343	86.0%
Drafting and Engineering Technology	12	10	83.3%
Economics	N/A	N/A	N/A
Electronics Technology	N/A	N/A	N/A
Engineering	57	50	87.7%
Engineering Technology	N/A	N/A	N/A
English	4,540	3,682	81.1%
Fire and Emergency Medical Services	N/A	N/A	N/A
French	295	221	74.9%
Geography	11	11	100.0%
Geology	201	193	96.0%
Health Information Technology	N/A	N/A	N/A
History	132	97	73.5%
Human Resources	N/A	N/A	N/A
Human Services	44	37	84.1%
Humanities	78	66	84.6%
Information Technology Convergence	N/A	N/A	N/A
Interior Design	57	57	100.0%
Interpreter Education	40	40	100.0%
Japanese	36	28	77.8%
Journalism/Mass Communication	163	150	92.0%
Management	N/A	N/A	N/A
Marketing	N/A	N/A	N/A

Discipline	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
Mathematics	660	600	90.9%
Medical Laboratory Technology	72	64	88.9%
Music	260	209	80.4%
Native American Studies	N/A	N/A	N/A
Nursing	2,948	2,504	84.9%
Occupational Therapy Assistant	157	148	94.3%
Paralegal	10	9	90.0%
Pharmacy Technology	149	132	88.6%
Philosophy	N/A	N/A	N/A
Physical Education	585	555	94.9%
Physical Therapy Assistant	136	125	91.9%
Physics	84	82	97.6%
Political Science	N/A	N/A	N/A
Psychology	665	554	83.3%
Quality Technology	N/A	N/A	N/A
Radiography	262	241	92.0%
Religious Studies	19	17	89.5%
Respiratory Care	205	191	93.2%
Sociology	788	693	87.9%
Theatre	53	45	84.9%
Veterinary Technology	94	92	97.9%

Additionally, indirect assessment data was collected during the 2017-18 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 highest ratings for developing critical thinking skills and a sense of 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 2017, Fall 2017, and Spring 2018 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	24,330	4.09 (1.136)	4.32 (1.057)	4.13 (1.113)	4.31 (1.048)
Accounting	265	3.51 (1.183)	4.34 (0.934)	3.72 (1.222)	4.14 (1.089)
Allied Health	183	4.14 (1.006)	4.35 (0.975)	4.03 (1.082)	4.40 (0.893)
American Sign Language Ed	109	4.77 (0.524)	4.39 (0.821)	4.66 (0.643)	4.61 (0.683)
Arabic	6	4.17 (0.753)	3.83 (0.753)	3.83 (0.753)	4.17 (0.753)
Art	127	3.83 (1.300)	4.08 (1.317)	3.70 (1.403)	4.18 (1.219)
Astronomy	42	3.80 (1.030)	4.38 (0.731)	3.81 (0.943)	4.10 (0.932)
Aviation Sciences Technology	76	3.92 (1.342)	4.08 (1.249)	3.64 (1.280)	4.04 (1.202)
Biology	1,549	3.77 (1.199)	4.16 (1.143)	3.97 (1.154)	4.24 (1.093)
Biomedical Equipment Technology	2	3.50 (0.707)	3.50 (0.707)	4.00 (0.000)	3.50 (0.707)
Biotechnology	31	4.47 (0.681)	4.63 (0.615)	4.27 (0.868)	4.67 (0.547)
Business	307	4.11 (1.000)	4.43 (0.851)	4.24 (0.933)	4.42 (0.880)
Cardiovascular Technology	16	4.21 (1.424)	4.43 (1.453)	4.29 (1.437)	4.43 (1.453)
Chemistry	427	3.52 (1.257)	4.08 (1.245)	3.64 (1.246)	4.02 (1.211)
Child Development	304	4.28 (0.996)	4.46 (0.907)	4.50 (0.875)	4.53 (0.812)
Chinese	5	4.60 (0.548)	4.40 (0.894)	3.80 (1.095)	3.80 (0.837)
College Experience	846	3.60 (1.360)	3.65 (1.352)	3.77 (1.364)	3.85 (1.384)
Communication	460	4.49 (0.964)	4.19 (1.040)	4.09 (1.095)	4.19 (1.062)
Criminal Justice	56	3.59 (1.247)	4.05 (1.354)	3.89 (1.410)	4.07 (1.425)
Computer Information Systems	601	3.60 (1.255)	4.12 (1.116)	3.57 (1.239)	4.01 (1.207)
Cultural Geography	21	4.19 (0.512)	4.29 (0.845)	4.29 (0.784)	4.24 (0.700)
Dental Hygiene	134	4.56 (0.731)	4.75 (0.571)	4.74 (0.532)	4.80 (0.489)
Diagnostic Medical Sonography	46	4.34 (0.776)	4.79 (0.466)	4.44 (0.825)	4.67 (0.644)
Digital Media	75	3.75 (1.231)	3.99 (1.289)	3.55 (1.266)	4.03 (1.262)
Drafting/Computer-Aided Design	7	3.86 (1.464)	4.00 (1.528)	3.71 (1.380)	4.14 (1.574)
Economics	329	3.89 (1.051)	4.42 (0.828)	4.20 (0.941)	4.42 (0.888)
Electronics Technology	20	3.60 (1.142)	4.10 (1.071)	3.70 (1.129)	4.20 (0.768)
Emergency Medical Services Pro	16	3.50 (0.894)	4.25 (0.856)	3.00 (0.730)	3.00 (1.033)
Engineering	74	3.80 (1.122)	4.20 (1.085)	3.72 (1.288)	4.21 (1.054)
Engineering Technology	11	3.64 (1.502)	3.73 (1.849)	3.64 (1.502)	3.73 (1.555)
English	1,832	4.09 (1.179)	4.22 (1.131)	3.95 (1.175)	4.22 (1.129)
English-Developmental	502	4.23 (1.180)	4.32 (1.147)	4.10 (1.177)	4.21 (1.178)
English As A Second Language	69	4.34 (1.237)	4.41 (1.218)	4.36 (1.239)	4.36 (1.277)
Fire & Emergency Medical Services	131	4.39 (0.955)	4.51 (0.985)	4.52 (1.039)	4.54 (1.075)

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)
First Year Experience	54	4.35 (0.705)	4.30 (0.792)	4.37 (0.76)	4.31 (1.025)
French	64	4.44 (1.059)	4.43 (0.979)	3.86 (1.189)	4.30 (1.010)
Geographic Information Systems	3	4.67 (0.577)	5.00 (0.000)	4.67 (0.577)	5.00 (0.000)
Geography	74	4.08 (0.909)	4.26 (0.972)	4.26 (0.958)	4.32 (0.831)
Geology	23	3.91 (0.949)	4.35 (0.832)	4.22 (0.951)	4.22 (0.951)
German	7	4.71 (0.756)	4.57 (0.787)	3.86 (1.069)	4.14 (0.900)
Health Information Technology	109	4.12 (0.997)	4.37 (0.807)	4.21 (0.959)	4.43 (0.825)
History	966	3.67 (1.224)	4.05 (1.188)	3.90 (1.201)	4.14 (1.125)
Horticulture Technology	1	4.00 (N/A)	3.00 (N/A)	4.00 (N/A)	5.00 (N/A)
Human Resources	47	4.55 (0.928)	4.74 (0.607)	4.32 (1.045)	4.43 (1.016)
Human Services	112	4.36 (1.068)	4.45 (0.932)	4.54 (0.942)	4.42 (0.977)
Humanities	451	3.84 (1.247)	4.11 (1.164)	3.87 (1.227)	4.09 (1.182)
Information Tech Convergence	29	4.10 (0.817)	4.38 (0.677)	3.45 (0.910)	3.97 (1.017)
Interior Design	52	4.35 (0.789)	4.63 (0.742)	4.65 (0.623)	4.71 (0.605)
Interpreter Education	69	4.25 (1.283)	4.22 (1.204)	4.46 (0.969)	4.45 (1.028)
Italian	3	5.00 (0.000)	5.00 (0.000)	5.00 (0.000)	5.00 (0.000)
Japanese	35	4.77 (0.426)	4.34 (0.765)	4.00 (0.767)	4.26 (0.780)
Journalism Mass Communications	29	3.00 (1.515)	3.11 (1.663)	3.11 (1.524)	3.32 (1.565)
Latin	9	4.44 (0.882)	4.67 (0.500)	3.89 (1.054)	4.22 (1.093)
Management	53	4.45 (1.011)	4.62 (0.945)	4.38 (1.130)	4.53 (1.137)
Marketing	53	4.19 (1.128)	4.45 (1.136)	4.19 (1.128)	4.34 (1.126)
Mathematics	975	3.40 (1.283)	4.17 (1.219)	3.52 (1.280)	4.07 (1.223)
Mathematics-Developmental	514	3.61 (1.355)	4.13 (1.250)	3.71 (1.290)	4.14 (1.211)
Medical Laboratory Technology	75	4.48 (0.811)	4.65 (0.707)	4.65 (0.668)	4.65 (0.688)
Music	155	3.90 (1.306)	4.06 (1.272)	3.71 (1.313)	4.37 (1.083)
Native American Studies	7	4.67 (0.816)	4.67 (0.816)	4.50 (0.837)	4.67 (0.816)
Nursing	8,296	4.45 (0.876)	4.55 (0.848)	4.43 (0.880)	4.51 (0.849)
Occupational Therapy Assistant	179	4.56 (0.767)	4.77 (0.569)	4.52 (0.716)	4.67 (0.758)
Paralegal	55	4.58 (0.629)	4.80 (0.404)	4.55 (0.715)	4.51 (1.052)
Pharmacy Technology	24	4.75 (0.442)	4.75 (0.442)	4.83 (0.381)	4.92 (0.282)
Philosophy	112	3.95 (1.160)	4.51 (1.098)	4.13 (1.158)	4.22 (1.087)
Physical Education	93	4.21 (0.823)	4.36 (0.782)	4.38 (0.853)	4.52 (0.794)
Physical Science	61	3.39 (1.255)	3.87 (1.204)	3.44 (1.204)	3.79 (1.253)
Physical Therapist Assistant	104	4.37 (0.904)	4.59 (0.796)	4.39 (0.864)	4.57 (0.856)
Physics	122	3.36 (1.317)	3.96 (1.355)	3.46 (1.245)	3.85 (1.265)
Political Science	713	3.69 (1.228)	4.08 (1.157)	4.10 (1.156)	4.19 (1.134)

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)
Portuguese	1	5.00 (N/A)	5.00 (N/A)	3.00 (N/A)	4.00 (N/A)
Psychology	899	3.92 (1.129)	4.16 (1.099)	4.07 (1.151)	4.20 (1.115)
Quality Control Technology	8	4.13 (0.835)	4.63 (0.518)	3.88 (0.991)	4.38 (0.916)
Radiography	89	3.86 (1.122)	4.25 (1.164)	4.05 (1.099)	4.26 (1.051)
Religious Studies	52	4.00 (1.221)	4.37 (1.010)	4.13 (0.971)	4.42 (0.848)
Respiratory Care	113	3.89 (1.269)	4.19 (1.184)	3.96 (1.263)	4.20 (1.127)
Sociology	262	3.85 (1.113)	4.10 (1.098)	4.14 (1.045)	4.23 (0.986)
Spanish	172	4.43 (1.148)	4.21 (1.179)	3.99 (1.269)	4.19 (1.229)
Theatre	47	4.17 (0.973)	4.24 (0.970)	4.09 (0.962)	4.35 (0.924)
Veterinary Technology	280	3.94 (0.989)	4.23 (0.967)	3.81 (1.044)	4.11 (1.001)

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 2017 cohort was 66.2%, compared to 68.0% for the Fall 2016 cohort. Fall-to-fall retention rate was 57.0% for the Fall 2017 first-time, full-time cohort, down from 62.1% for the Fall 2016 cohort. First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) for Fall 2017 was up 1.0% from Fall 2016 (20.4% vs. 19.4%). In the Fall 2017 first-time, full-time cohort, 41.3% completed at least 24 college credits within their first year. This is compared to 31.7% for Fall 2016 students. The three-year graduation rate for full-time students in the Fall 2015 cohort was 18.7%, up 3.0% from 15.7% for Fall 2014 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 2015 cohort was 35.9%, up from 34.3% for the Fall 2014 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. 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 first ILO during the 2017-18 academic year. This year, faculty are examining those results and deciding on any possible changes they want to implement next year. They are also collecting data on Critical Thinking skills (ILO #2) during the 2018-19 academic year. Next year's assessment report, we will be able to report on changes faculty have proposed as a result of these data.

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.

As stated in the assessment plan for the 2016-17 academic year, programs were developing their Program Learning Outcomes (PLOs) and Program Assessment Plans (PAPs) in alignment with their program maps (as part of the pathways project) that outline the 2-3 year course plan for a student in that major. To ensure that they had ample resources to dedicate to this work, no program was required internally to collect program outcomes data. Due to delays in the process, alignment was not built between course learning outcomes and assessment and specific program learning outcomes for data collection during the 2017-18 academic year. Thus, no program learning outcomes assessment data was reported for the 2017-18 academic year. This alignment has been built and data will be reported for ILO #2 and any other planned program learning outcomes during the 18-19 academic year.

While no learning outcomes data was collected, many of our programs report annually the pass rates of their students on third-party licensure and certification exams. These data are included in Table 8. TCC's overall licensure pass rate was down slightly for the 2017-18 academic year (90.3%) compared to the previous academic year (91.3%).

Table 8. Third-Party Exam Results for TCC Students during the 2017-18 Academic Year.

Program	School	Pass	Total	% Pass Rate
Aviation	Engineering & Applied Technology	26	31	83.9%
Cardiovascular Technology	Health Sciences	5	5	100.0%
Child Development	Child Development & Education			Not available
Dental Hygiene - Written (national)	Health Sciences	12	12	100.0%
Dental Hygiene - WREB (state - clinical)	Health Sciences	12	12	100.0%
Dental Hygiene - State (Oklahoma Jurisprudence)	Health Sciences	12	12	100.0%
Diagnostic Medical Sonography	Health Sciences	20	22	90.9%
Digital Media - Adobe	Visual & Performing Arts	8	13	61.5%
Health Information Technology	Health Sciences	8	11	72.7%
Medical Laboratory Technology	Health Sciences	12	14	85.7%
Nursing	Health Sciences	160	173	92.5%
Occupational Therapy Assistant	Health Sciences	13	13	100.0%
Paralegal	Business & Information Technology			Not available
Pharmacy Technology	Health Sciences	12	14	85.7%
Physical Therapist Assistant	Health Sciences	21	23	91.3%
Radiography Technology	Health Sciences	15	18	83.3%
Respiratory Therapy	Health Sciences	26	26	100.0%
Veterinary Technology	Health Sciences	12	15	80.0%
Overall TCC Pass Rate		389	426	90.3%

During the 2017-18 academic year, a total of 2,575 degrees and certificates were awarded. These awards are broken down by program in Table 9 below.

Table 9. Graduates by Major for 2017-18.

School	Program Code	Program Description	Summer 2017	Fall 2017	Spring 2018	Total
Total			564	852	1,160	2,575
Business & Information Technology	AA_SOC_PLGL	AA Social Science: Paralegal			1	1
Business & Information Technology	AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec	1	1	5	7
Business & Information Technology	AAS_ACC_ACSS	AAS Acct Assoc: Software Spec		1	2	3
Business & Information Technology	AAS_BUS_BADC	AAS Busn: Admin Careers		1	3	4
Business & Information Technology	AAS_BUS_BHCO	AAS Busn: Healthcare Bus Ops			2	2

School	Program Code	Program Description	Summer 2017	Fall 2017	Spring 2018	Total
Business & Information Technology	AAS_BUS_BHGA	AAS Busn: Hospitality Mgmt	1		1	2
Business & Information Technology	AAS_BUS_BUSN	AAS Business	2	2	4	8
Business & Information Technology	AAS_CIS_CSCN	AAS IT: Networking/Cloud Comp		3	1	4
Business & Information Technology	AAS_CIS_CSIT	AAS IT: Information Technology	2	4	10	16
Business & Information Technology	AAS_CIS_CSPR	AAS IT: Programming			1	1
Business & Information Technology	AAS_CIS_CSSS	AAS IT: Systems Support Tech	1	2	3	6
Business & Information Technology	AAS_CIS_CSWD	AAS IT: Web Development			2	2
Business & Information Technology	AAS_GRI_GRPB	AAS Graphics/Imaging Tech	1			1
Business & Information Technology	AAS_HR_HRES	AAS Human Resources	2		6	8
Business & Information Technology	AAS_MGT_MNGT	AAS Management	3	1	1	5
Business & Information Technology	AAS_MKT_MKTG	AAS Marketing		2	3	5
Business & Information Technology	AAS_PLG_PLEG	AAS Paralegal	3	1	1	5
Business & Information Technology	AS_BUS_ACCT	AS Business: Accounting	13	28	40	81
Business & Information Technology	AS_BUS_BADM	AS Business Administration	50	85	82	217
Business & Information Technology	AS_BUS_BHGO	AS Business: Hospitality Mgmt		1	1	2
Business & Information Technology	AS_BUS_ECON	AS Business: Economics	1	2		3
Business & Information Technology	AS_BUS_MGMT	AS Business: Management	5	11	9	25
Business & Information Technology	AS_BUS_MIS	AS Business: Mgmt Info Systems		8	7	15
Business & Information Technology	AS_CIS_CISA	AS Computer Info Systems	8	19	19	46
Business & Information Technology	AS_ENT_EDST	AS Enterprise Development	11	13	12	36
Business & Information Technology	AS_INB_INBU	AS International Business		2	1	3
Business & Information Technology	AS_MKT_MKTS	AS Marketing	7	8	6	21
Business & Information Technology	CER_ACC_ACIT	CER Acct: Income Tax Spec	3		1	4
Business & Information Technology	CER_ACC_ACPA	CER Acct: Payroll Admin Spec		2	5	7
Business & Information Technology	CER_ACC_ACSA	CER Acct: Acct Software Spec	1		1	2
Business & Information Technology	CER_ACC_ACSP	CER Acct: Acct Specialist			5	5
Business & Information Technology	CER_ACC_ACTA	CER Acct: Acct Assistant			2	2
Business & Information Technology	CER_BUS_BDMC	CER Business			2	2
Business & Information Technology	CER_CIS_BCUC	CER Business Computer User	53	8	25	86
Business & Information Technology	CER_CIS_CSBS	CER IT: Business Appl Spec			1	1
Business & Information Technology	CER_CIS_CSPC	CER IT: Programming			1	1
Business & Information Technology	CER_CIS_CSSC	CER IT: Systems Support Tech		1		1
Business & Information Technology	CER_CIS_CSWC	CER IT: Web Site Management		1		1
Business & Information Technology	CER_CIS_CWDC	CER IT: Web Development		1		1
Business & Information Technology	CER_HR_HRCE	CER Human Resources	1		1	2
Business & Information Technology	CER_PRM_PPMC	CER Project Management			1	1
Child Development & Education	AA_EDU_EDUC	AA Pre-Education: Elementary	11	19	24	54
Child Development & Education	AAS_CHD_CDED	AAS Child Dev: Early Childhood	1	1	4	6
Child Development & Education	AAS_CHD_CDIR	AAS Child Dev: Center Director	1			1
Child Development & Education	AAS_CHD_CDIT	AAS Child Dev: Infant/Toddler	3		2	5
Child Development & Education	AS_CHD_CDCF	AS Child Dev: Family/Community		1	1	2
Child Development & Education	AS_CHD_CDEN	AS Child Dev: Human/Family_NSU	1	1	2	4
Child Development & Education	AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	2	3		5
Child Development & Education	AS_CHD_ECEO	AS Child Dev: Early Chd Ed_OU	17	1	12	30

School	Program Code	Program Description	Summer 2017	Fall 2017	Spring 2018	Total
Child Development & Education	CER_CHD_CDAC	CER Child Dev: Cred Prep_CDA			12	12
Child Development & Education	CER_CHD_CDCM	CER Child Dev: Cert of Mastery	15	13	21	49
Child Development & Education	CER_CHD_CDEC	CER Child Dev: Early Child COM		4	9	13
Child Development & Education	CER_CHD_CDIM	CER Child Dev: Inf/Tod Mastery	1			1
Engineering & Applied Technology	AAS_AVS_AIRT	AAS Aviation Sciences: ATC	2		9	11
Engineering & Applied Technology	AAS_AVS_AVMG	AAS Aviation Sci: Management	1	1	1	3
Engineering & Applied Technology	AAS_AVS_AVMT	AAS Aviation Sci: Maintenance	2			2
Engineering & Applied Technology	AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot		1	1	2
Engineering & Applied Technology	AAS_ELE_EIBM	AAS ELET: Biomed Equipment	2		1	3
Engineering & Applied Technology	AAS_ELE_ELET	AAS ELET: Elect Technologist		2	1	3
Engineering & Applied Technology	AAS_ELE_ELMF	AAS ELET: Electromech Manuf			1	1
Engineering & Applied Technology	AAS_ELE_ELNN	AAS ELET: Nanotechnology		1		1
Engineering & Applied Technology	AAS_ELE_ELST	AAS ELET: Elect Substation	1	1		2
Engineering & Applied Technology	AAS_EMT_EMTB	AAS FEMS Firefighter/EMT			1	1
Engineering & Applied Technology	AAS_ENG_DRAF	AAS Engr Tech: Draft & Design		3	5	8
Engineering & Applied Technology	AAS_ENG_MANU	AAS Engr Tech: Manufacturing	2	2	2	6
Engineering & Applied Technology	AAS_ENG_QUAL	AAS Engr Tech: Quality Tech	2	1	1	4
Engineering & Applied Technology	AAS_FEM_FEMS	AAS Fire/Emerg Med Svcs Tech		15	36	51
Engineering & Applied Technology	AAS_HSP_PARA	AAS Healthcare Spec/Paramedic	3	1	8	12
Engineering & Applied Technology	AAS_HT_HORT	AAS Horticulture Technology	2	2	1	5
Engineering & Applied Technology	AS_EGR_ENCP	AS Computer Engineering	2		2	4
Engineering & Applied Technology	AS_EGR_ENEE	AS Electrical Engineering	1	3	4	8
Engineering & Applied Technology	AS_EGR_ENEL	AS Engineer: Elect Eng Tech	1			1
Engineering & Applied Technology	AS_EGR_ENGR	AS Engineering	3	3	3	9
Engineering & Applied Technology	AS_EGR_ENMC	AS Engineering: Mech Engr	11	21	28	60
Engineering & Applied Technology	AS_SCI_HTOS	AS Horticulture		2		2
Engineering & Applied Technology	CER_AIR_AIRD	CER Aircraft Dispatch	3			3
Engineering & Applied Technology	CER_DRF_DRCA	CER Draft & Design Eng Tech		2	4	6
Engineering & Applied Technology	CER_ELE_ELBC	CER Electronics Tech: Biomed	1			1
Engineering & Applied Technology	CER_ELE_ELEC	CER Electronics Technician		2	1	3
Engineering & Applied Technology	CER_FEM_FEMC	CER Fire/Emergency Medic Svcs	1		4	5
Engineering & Applied Technology	CER_FER_EMPC	CER Healthcare Spec/Paramedic	6			6
Engineering & Applied Technology	CER_GIS_GIS	CER Geographic Info Systems	1		1	2
Engineering & Applied Technology	CER_HSP_PARC	CER Healthcare Spec/Paramedic	3			3
Engineering & Applied Technology	CER_HT_HTLS	CER Hort Tech: Landscape Spec	11			11
Engineering & Applied Technology	CER_QCT_QCTC	CER Quality Technology			1	1
Health Sciences	AAS_CVS_CVTC	AAS Cardiovascular Technology			5	5
Health Sciences	AAS_DHG_DHYG	AAS Dental Hygiene			13	13
Health Sciences	AAS_DMS_DMSA	AAS Diagnostic Med Sonography			10	10
Health Sciences	AAS_HIT_HIMR	AAS Health Information Tech	13	2	2	17
Health Sciences	AAS_MLT_MLTC	AAS Medical Laboratory Tech	13			13
Health Sciences	AAS_NUR_NURS	AAS Nursing		142	34	176
Health Sciences	AAS_OTA_OCTA	AAS Occupational Therapy Asst	1		13	14
Health Sciences	AAS_PTA_PTHA	AAS Physical Therapist Assist	25			25

School	Program Code	Program Description	Summer 2017	Fall 2017	Spring 2018	Total
Health Sciences	AAS_RAD_RADT	AAS Radiography	1		20	21
Health Sciences	AAS_RSP_RESP	AAS Respiratory Care			25	25
Health Sciences	AAS_SRG_SRGT	AAS Surgical Technology	1			1
Health Sciences	AAS_VET_VETT	AAS Veterinary Technology	1		16	17
Health Sciences	CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	12	1	2	15
Health Sciences	CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	6	19	19	44
Health Sciences	CER_PHT_PHTC	CER Pharmacy Technology		11	8	19
Liberal Arts & Communication	AA_ASL_ASLE	AA ASL: Deaf Education	1	1		2
Liberal Arts & Communication	AA_ASL_ASLI	AA ASL: Interpreter Education		8	2	10
Liberal Arts & Communication	AA_COM_COMM	AA Comm Arts: Communication	1		1	2
Liberal Arts & Communication	AA_COM_ENGL	AA Communications: English	3	4	3	10
Liberal Arts & Communication	AA_COM_INED	AA Communications: Interpr Edu	1	1		2
Liberal Arts & Communication	AA_COM_JEBR	AA Comm: Electronic/Broadcast			4	4
Liberal Arts & Communication	AA_COM_JSCO	AA Comm: Strategic Comm	1	4	5	10
Liberal Arts & Communication	AA_ENG_ENGL	AA English			1	1
Liberal Arts & Communication	AA_ENT_EDGS	AA Enterprise Dev: Gen Studies	57	118	126	301
Liberal Arts & Communication	AA_LAN_FREN	AA World Languages: French	1	1		2
Liberal Arts & Communication	AA_LAN_GRMN	AA World Languages: German		1		1
Liberal Arts & Communication	AA_LAN_ITAL	AA World Languages: Italian		1		1
Liberal Arts & Communication	AA_LAN_JAPN	AA World Languages: Japanese		1		1
Liberal Arts & Communication	AA_LAN_SPAN	AA World Languages: Spanish	1	5	5	11
Liberal Arts & Communication	AA_LAR_LAAM	AA Liberal Arts: Amer Studies	1			1
Liberal Arts & Communication	AA_LAR_LANA	AA Liberal Arts: Native Amer		1		1
Liberal Arts & Communication	AA_LAR_LART	AA Liberal Arts	16	20	23	59
Liberal Arts & Communication	AA_SOC_CRJT	AA Social Science: Cr Justice	2	12	27	41
Liberal Arts & Communication	AA_SOC_HIST	AA Social Science: History	3	9	10	22
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_POSC	AA Social Science: Pol Sci	1	1	5	7
Liberal Arts & Communication	AA_SOC_PSYC	AA Social Science: Psychology	16	26	52	94
Liberal Arts & Communication	AA_SOC_RELG	AA Social Science: Rel Studies		1		1
Liberal Arts & Communication	AA_SOC_SOCI	AA Social Science: Sociology	3	7	2	12
Liberal Arts & Communication	AAS_ASL_ITED	AAS Interpreter Education			1	1
Liberal Arts & Communication	AAS_HSV_HSCA	AAS Human Serv: Chem/Alc Dep			1	1
Liberal Arts & Communication	AAS_HSV_HSCS	AAS Human Serv: Comm Serv Mgmt			1	1
Liberal Arts & Communication	AAS_HSV_HSFS	AAS Human Serv: Family Studies	1	1		2
Liberal Arts & Communication	AAS_HSV_HSVA	AAS Human Services			1	1
Liberal Arts & Communication	AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs			1	1
Liberal Arts & Communication	AS_HSV_HSRS	AS Human Serv: Rehab Services	1			1
Liberal Arts & Communication	AS_HSV_HSSW	AS Human Serv: PreSocial Work	7	9	13	29
Liberal Arts & Communication	CER_LAN_FREC	CER World Languages: French	2			2
Liberal Arts & Communication	CER_LAN_SPNC	CER World Languages: Spanish			3	3
Liberal Arts & Communication	CER_LAN_SPNI	CER World Languages: Span Int	1		6	7
Liberal Arts & Communication	CER_LAN_SPNT	CER World Languages: Span Tran	5		7	12

School	Program Code	Program Description	Summer 2017	Fall 2017	Spring 2018	Total
Science & Mathematics	AA_EDU_PHED	AA Pre-Education: Physical Edu	1	1		2
Science & Mathematics	AS_BIO_BIOT	AS Biotechnology	2	3	6	11
Science & Mathematics	AS_ENV_ENVS	AS Environ Sci/Nat Resources		3	2	5
Science & Mathematics	AS_HHP_HHPF	AS Health/Human Performance	4	2	4	10
Science & Mathematics	AS_HSC_PRNU	AS: Pre-Nursing	31	50	70	151
Science & Mathematics	AS_MTH_MATH	AS Mathematics	4	11	12	27
Science & Mathematics	AS_NSC_NUAH	AS Nutr Sci: Allied Health	1			1
Science & Mathematics	AS_NSC_NUDT	AS Nutr Sci: Dietetics	2	3	6	11
Science & Mathematics	AS_PPH_PPHM	AS Pre_Pharmacy	3	4	3	10
Science & Mathematics	AS_PRE_PDMO	AS Pre-Hlth Sci: Dent/Med/Opt	5	2	18	25
Science & Mathematics	AS_PRE_PMIM	AS Pre-Health Sci: Med Imaging	2	5	7	14
Science & Mathematics	AS_PRE_POCT	AS Pre-Health Sci: Occ Therapy			2	2
Science & Mathematics	AS_PRE_PPDE	AS Pre_Prof Sci: Dentistry	1			1
Science & Mathematics	AS_PRE_PPHT	AS Pre-Health Sci: Phys Therap	1	2	4	7
Science & Mathematics	AS_PRE_PPMD	AS Pre_Prof Sci: Medicine		3	1	4
Science & Mathematics	AS_PRE_PPOP	AS Pre_Prof Sci: Optometry		1		1
Science & Mathematics	AS_PRE_PPVM	AS Pre-Health Sci: Pre-Vet Med	1	2	2	5
Science & Mathematics	AS_SCI_BIOL	AS Biology	10	14	19	43
Science & Mathematics	AS_SCI_CHEM	AS Chemistry	2		3	5
Science & Mathematics	AS_SCI_GEOG	AS Geography	1		1	2
Science & Mathematics	AS_SCI_GEOL	AS Geology	2		3	5
Science & Mathematics	AS_SCI_PHYS	AS Physics	2	4	9	15
Science & Mathematics	CER_BIO_BIOC	CER Biotechnology	1	6	3	10
Visual & Performing Arts	AA_ART_ART	AA Art	2	10	13	25
Visual & Performing Arts	AA_LAR_LAFM	AA Liberal Arts: Film Emphasis	1		4	5
Visual & Performing Arts	AA_MUS_MUSC	AA Music	2		3	5
Visual & Performing Arts	AA_THE_THEA	AA: Theatre		2	6	8
Visual & Performing Arts	AAS_DGM_DGMD	AAS Digital Media			4	4
Visual & Performing Arts	AAS_DGM_DMAD	AAS Digital Media: Adobe		2	2	4
Visual & Performing Arts	AAS_DGM_DMBP	AAS Digital Media: Broadcst Pr			1	1
Visual & Performing Arts	AAS_DGM_DMSP	AAS Digital Media: Specialist	1		1	2
Visual & Performing Arts	AAS_IND_INTD	AAS Interior Design	1		10	11
Visual & Performing Arts	CER_DGM_DGMC	CER Digital Media		1	1	2

Many departments examined enrollment, graduation, and transfer numbers for program mapping and assessment planning. 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?

No direct program learning outcomes assessment data were collected during the 2017-18 academic year, as alignments with CLOs and the ILO to be assessed for the year were still being built. As described above, Data were collected on course learning outcomes that support TCC's Institutional Learning Outcome (ILO) #1: Communication Skills. The data provided are separated by discipline area. Overall, 25,911 course-embedded assessments were administered to students and 86.6% of them were completed successfully.

Additionally, as stated above, many departments examined data related to course enrollment and sequencing success rates, transfer rates and destinations, and licensure pass rates. Example findings include:

- An examination of our MathPath acceleration program for lowest level developmental math students. Data suggested that the program works most successfully for students in Math Foundations I. The program was originally offered to students at all developmental levels. But, based on the data, the program was limited to MFI, and implemented at scale as part of every section of Math Foundations I in Fall 2017. Students automatically participated the first four weeks of the semester this math review. At the end of four weeks, they retested. If they placed up, they were allowed to move into Math Foundations II for the rest of the semester. During AY17-18, 44% of MFI students moved up to MFII at the end of MathPath.
- The Humanities department examined course success data for students taking humanities and communications course combinations. This data was used to make decisions about course requirements within the two disciplines.
- The Nursing department regularly surveys their current students and their graduate students. During AY17-18, they surveyed their students regarding resources available to students. This data was used to make budget and resource decisions for the program.
- The Life Sciences department examined many data points to make decisions about articulation agreements, program deletion or combination, course sequence, course pre-requisite requirements, among many more. They examined DFWI rates in their courses during their mid-year faculty meeting. They also examined success rates in Biology for Majors to determine which math pathway led to the most success in the course.
- Together the Nursing department and Life Sciences department examined nursing student success rates when students took certain science pre-requisite courses. As a result, the nursing program was able to eliminate some required courses, reducing the number of credits required for that degree.
- The Physical Sciences department examined transfer data to contribute to articulation agreement work.
- The Math department examined many data points in regards to co-requisite course design, math pathways, and placement. This data was used to make decisions regarding which majors should require which math course, what is working in co-requisite courses, and what placement methods to use. As a result of data collected during AY17-18, the Math department has put forth a proposal to change primary placement method to H.S. GPA. Co-requisite analyses have shown that many more students are able to complete college-level

math in their first year, without sacrificing overall course success rates for the gateway courses.

- Child Development faculty examined course success rates based on mode of delivery of the courses to make decisions about scheduling for the AY18-19. Success rates were higher in face-to-face courses, consistent with most research of this nature.
- As part of our graduation from the HLC Persistence and Completion Academy, faculty from both English and Math examined AY17-18 placement data and as a result incorporated multiple measures into their placement schemes for AY18-19. Data from those are being re-examined this year for changes to be made for AY19-20.

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

Program faculty made changes to their programs and courses (when appropriate) due to their work in assessment, program review, and program mapping. This work has resulted in streamlining programs and cleaning up the catalog to reflect what students need to complete our programs. This extensive list of official course and program changes is outlined in Appendix D. Some other examples include:

- After reporting assessment data for the first time, many departments are reshaping how they communicate to adjunct faculty regarding course-embedded assessments. They are providing more direction on proper course-embedded methods based on each learning outcome. They are also examining what type of professional development would be most useful based on the results of their Communications Skills data.
- The Occupational Therapy Program made changes to learning opportunities around technologies that assist with cognitive deficits.
- Within the Business Administration department, iterative program curriculum redesign has been informed and influenced by the development and alignment of course and program learning outcomes for the Human Resources, Management, and Marketing programs. Course sequence and requirements have been adjusted for each program. As well, strategic scheduling has been implemented to help students better plan a route to completion of the programs.

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 90% mark. 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 2016-17 graduates and exit surveys for those who applied for graduation during the 2017-18 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. Students who didn't complete it online were sent the paper-and-pencil survey as one last chance to complete the survey and be entered into the drawing. These surveys were sent out to all 2016-17 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.

In addition to these annual surveys, IR&A administer and evaluate other surveys throughout the year. Some of these include, New Student Orientation satisfaction survey, EAC-RCCDHH Faculty and Student Satisfaction surveys, International Student survey, TRiO end of year survey, Writing Center exit surveys, and Early College High School exit 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. 24,330 surveys were completed for the 2017-18 academic year. The means and standard deviations for these survey questions are found in Table 9 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 10. End-of-term Course Feedback Survey Course/Instructor Evaluation Results.

Discipline	Count of Respondents	I found this course to be academically challenging.	The instructor communicated in a prompt manner.	I would recommend this instructor.
		Mean (SD)	Mean (SD)	Mean (SD)
All Subjects Combined	24,330	4.27 (1.095)	4.40 (1.133)	4.40 (1.186)
Accounting	265	4.53 (0.831)	4.42 (1.080)	4.44 (1.098)

Discipline	Count of Respondents	I found this course to be academically challenging.	The instructor communicated in a prompt manner.	I would recommend this instructor.
		Mean (SD)	Mean (SD)	Mean (SD)
Allied Health	183	4.31 (0.985)	4.74 (0.618)	4.73 (0.795)
American Sign Language Ed	109	4.43 (0.790)	4.48 (1.022)	4.77 (0.681)
Arabic	6	3.33 (0.516)	4.00 (0.632)	4.67 (0.516)
Art	127	4.02 (1.264)	4.14 (1.430)	4.34 (1.403)
Astronomy	42	4.40 (0.627)	4.48 (0.943)	4.40 (1.037)
Aviation Sciences Technology	76	4.05 (1.262)	4.48 (1.018)	4.52 (1.107)
Biology	1,549	4.29 (1.099)	4.30 (1.270)	4.26 (1.354)
Biomedical Equipment Technology	2	4.50 (0.707)	3.50 (0.707)	4.50 (0.707)
Biotechnology	31	4.40 (0.770)	4.77 (0.568)	4.90 (0.305)
Business	307	4.20 (1.006)	4.66 (0.794)	4.63 (0.873)
Cardiovascular Technology	16	4.29 (1.490)	4.43 (1.453)	4.43 (1.453)
Chemistry	427	4.44 (1.015)	3.92 (1.457)	3.86 (1.567)
Child Development	304	4.03 (1.183)	4.48 (1.034)	4.45 (1.110)
Chinese	5	4.00 (0.707)	5.00 (0.000)	4.80 (0.447)
College Experience	846	2.95 (1.486)	4.29 (1.262)	4.35 (1.275)
Communication	460	4.12 (1.076)	4.35 (1.189)	4.37 (1.187)
Criminal Justice	56	3.89 (1.275)	3.98 (1.507)	4.14 (1.531)
Computer Information Systems	601	4.06 (1.165)	4.33 (1.160)	4.33 (1.228)
Cultural Geography	21	4.29 (0.644)	4.62 (0.590)	4.71 (0.717)
Dental Hygiene	134	4.63 (0.690)	4.60 (0.785)	4.71 (0.744)
Diagnostic Medical Sonography	46	4.77 (0.527)	4.84 (0.531)	4.81 (0.450)
Digital Media	75	3.87 (1.379)	4.09 (1.463)	4.07 (1.528)
Drafting/Computer-Aided Design	7	3.71 (1.604)	4.00 (1.732)	4.00 (1.732)
Economics	329	4.33 (0.876)	4.51 (1.002)	4.56 (0.997)
Electronics Technology	20	4.40 (0.503)	4.30 (0.979)	4.25 (1.251)
Emergency Medical Services Pro	16	4.50 (0.894)	3.00 (1.633)	3.75 (1.342)
Engineering	74	4.04 (1.265)	4.39 (1.057)	4.39 (1.083)
Engineering Technology	11	3.09 (1.578)	4.27 (1.104)	4.45 (1.036)
English	1,832	4.17 (1.124)	4.26 (1.287)	4.18 (1.394)
English-Developmental	502	3.68 (1.398)	4.32 (1.237)	4.37 (1.282)
English As A Second Language	69	4.28 (1.291)	4.52 (1.182)	4.48 (1.333)
Fire & Emergency Medical Services	131	4.36 (1.089)	4.67 (0.869)	4.66 (0.996)
First Year Experience	54	3.13 (1.401)	4.54 (0.745)	4.74 (0.650)
French	64	4.75 (0.718)	4.79 (0.786)	4.70 (0.891)
Geographic Information Systems	3	4.67 (0.577)	5.00 (0.000)	5.00 (0.000)
Geography	74	4.26 (1.014)	4.60 (0.924)	4.63 (0.842)
Geology	23	4.39 (0.656)	4.30 (1.329)	4.70 (0.635)
German	7	4.57 (0.787)	5.00 (0.000)	5.00 (0.000)

Discipline	Count of Respondents	I found this course to be academically challenging.	The instructor communicated in a prompt manner.	I would recommend this instructor.
		Mean (SD)	Mean (SD)	Mean (SD)
Health Information Technology	109	4.29 (0.858)	4.54 (0.924)	4.50 (0.884)
History	966	4.04 (1.180)	4.36 (1.182)	4.32 (1.268)
Horticulture Technology	1	4.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Human Resources	47	4.43 (1.037)	4.68 (0.911)	4.62 (1.134)
Human Services	112	4.34 (1.108)	4.42 (1.141)	4.36 (1.249)
Humanities	451	3.98 (1.145)	4.28 (1.243)	4.22 (1.363)
Information Tech Convergence	29	4.52 (0.738)	4.79 (0.559)	4.83 (0.539)
Interior Design	52	4.56 (0.752)	4.81 (0.627)	4.85 (0.500)
Interpreter Education	69	4.48 (1.085)	4.46 (0.969)	4.23 (1.268)
Italian	3	4.67 (0.577)	5.00 (0.000)	5.00 (0.000)
Japanese	35	4.66 (0.591)	4.74 (0.611)	4.86 (0.550)
Journalism Mass Communications	29	2.61 (1.618)	3.32 (1.416)	3.07 (1.762)
Latin	9	4.44 (0.527)	5.00 (0.000)	5.00 (0.000)
Management	53	4.34 (1.091)	4.74 (0.964)	4.70 (0.992)
Marketing	53	4.19 (1.241)	4.70 (0.952)	4.53 (1.103)
Mathematics	975	4.37 (1.076)	4.28 (1.282)	4.23 (1.392)
Mathematics-Developmental	514	4.12 (1.218)	4.36 (1.231)	4.32 (1.335)
Medical Laboratory Technology	75	4.43 (0.975)	4.73 (0.875)	4.73 (0.777)
Music	155	3.90 (1.398)	4.25 (1.408)	4.53 (1.109)
Native American Studies	7	4.00 (0.894)	4.50 (0.837)	4.67 (0.816)
Nursing	8,296	4.61 (0.803)	4.55 (0.957)	4.55 (0.981)
Occupational Therapy Assistant	179	4.50 (0.860)	4.49 (0.983)	4.49 (1.034)
Paralegal	55	4.73 (0.592)	4.38 (1.097)	4.47 (1.136)
Pharmacy Technology	24	4.42 (0.974)	4.92 (0.282)	5.00 (0.000)
Philosophy	112	4.19 (1.079)	4.49 (1.131)	4.45 (1.253)
Physical Education	93	3.76 (1.058)	4.71 (0.764)	4.75 (0.660)
Physical Science	61	4.23 (0.864)	4.18 (1.088)	3.95 (1.284)
Physical Therapist Assistant	104	4.35 (1.077)	4.55 (0.858)	4.57 (0.879)
Physics	122	4.51 (1.011)	3.64 (1.572)	3.54 (1.642)
Political Science	713	4.01 (1.151)	4.24 (1.229)	4.21 (1.322)
Portuguese	1	4.00 (N/A)	5.00 (N/A)	5.00 (N/A)
Psychology	899	3.89 (1.207)	4.3 (1.239)	4.33 (1.236)
Quality Control Technology	8	4.50 (0.535)	5.00 (0.000)	5.00 (0.000)
Radiography	89	4.34 (1.021)	4.30 (1.189)	4.17 (1.340)
Religious Studies	52	4.27 (1.157)	4.62 (0.796)	4.27 (1.239)
Respiratory Care	113	4.29 (1.115)	4.23 (1.254)	4.27 (1.303)
Sociology	262	3.91 (1.034)	4.03 (1.320)	4.18 (1.272)
Spanish	172	4.37 (1.098)	4.47 (1.219)	4.50 (1.205)

Discipline	Count of Respondents	I found this course to be academically challenging.	The instructor communicated in a prompt manner.	I would recommend this instructor.
		Mean (SD)	Mean (SD)	Mean (SD)
Theatre	47	3.96 (1.228)	4.48 (0.960)	4.65 (0.900)
Veterinary Technology	280	4.03 (1.028)	3.97 (1.281)	3.95 (1.330)

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 2,181 surveys distributed, 515 were returned yielding a 23.6% response rate.

2,327 degrees and certificates were awarded to 2,181 individuals during the 2016-2017 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: 67.0% were a university transfer degree (AA or AS); and 33.0% 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 – 66.0%
 - Oral communication – 67.2%
 - Interpersonal interactions – 62.8%
 - Critical thinking – 72.8%
 - Problem solving – 71.3%
 - Quantitative reasoning – 67.0%
 - Teamwork or collaboration – 63.3%
 - Personal responsibility – 72.4%
 - Ethical decision making – 65.3%
 - Diversity awareness – 61.0%
 - Civic responsibility – 54.4%

- 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 – 90.1%
 - Instructors – 92.4%
 - Administrators and staff from TCC offices – 82.9%

- Alumni were asked to rate the quality of their educational experience at TCC.
 - 60.6% indicated they were **Very satisfied** with the overall educational experience at TCC.
 - 55.3% indicated they would **definitely** enroll at TCC if they were starting college again.

- 66.8% indicated they would **definitely** recommend TCC to others.
 - 47.8% characterized the preparation received at TCC for further study at another college or university as either **Exceptional** or **Better than adequate**.
 - 41.8% characterized the preparation received at TCC for employment in their major field as either **Exceptional** or **Better than adequate**.
- Of the Alumni respondents, 77.4% indicated they had attended another college. Of those who had attended another college, 88.9% 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 2017-2018 academic year (Summer 2017, Fall 2017, Spring 2018), 2,575 certificates and degrees were conferred to 2,181 individual students. 64.4% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 867 students completed the Exit Survey 2017-2018, representing a 39.8% 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 (70.0%). The lowest percentage of strong agreement (47.0%) was associated with contributing to the welfare of the community.
- The majority of respondents (93.7%) believe the instruction they received in major courses was high quality.
- 49.0% 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". 23.2% of respondents did not feel the statement was applicable to their experience.
- 47.0% of respondents strongly agreed to the statement "The programs, organizations, or events in Student Life helped me become a more well-rounded person". 33.9% of respondents did not feel the statement was applicable to their experience.
- The majority of students (55.5%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 80.1% 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 (86.7%, 55.1%, and 27.2%, respectively). 99.5% of students indicated they had accomplished their goal(s) for attending TCC.

- 56.3% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 41.3% indicated they believed TCC was better than other institutions they had attended. 53.0% believed TCC was about the same.
- The majority of all students (95.1%) 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 service satisfaction with the enrollment process. The survey was administered to 4,467 students via their TCC email in April 2018. Of those, 185 (4%) completed the survey. Respondents reported a strong understanding of “how to enroll in classes” with 100% of all respondents stating that they understand how to complete this task. When visiting an academic advising office 85.9% of students ranked their satisfaction with their advising session as “strongly agree”, 84.7% left the session with their questions answered, and 95.7% felt that their visit was long enough to accomplish their goals.

When asked about advising tools, 67% agreed that they understood how to use their “Degree Map (Degree Works)”. 48% of respondents stated that they believe more information on using Degree Maps (DegreeWorks) would be helpful to their success at TCC. While 37% of respondents believed more information on degree/certificate requirements would be either helpful or is critical to their success at TCC.

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 98% of students were satisfied with the New Student Orientation they attended. 94% of students stated that as a result of the New Student Orientation, they feel connected with TCC staff. During New Student Orientation, 87% of students reported that there were able to enroll in classes during the session.

Education Access Center and the Resource Center for the Deaf and Hard of Hearing Faculty and Student Satisfaction Surveys

The survey was administered online to students and faculty to determine the degree of familiarity with disability resources. 52% of faculty reported contacting the EAC or RCCDHH during the Fall 2017 and Spring 2018 semesters. 96% of students stated that they were satisfied with the access to the services they needed. 86% of students reported that they received extended exam time service through Disability Resources. 44.2% of faculty reported the desire to receive training for Universal Design.

International Student Survey

The survey was administered online to international students as a pilot study to determine potential focus group questions. 85.3% of students are satisfied with the admission process to TCC. 85.8% of students reported that they were satisfied with the pre-arrival communication with TCC and the international office. 75.8% reported that they do not participate in a student organization, however, 70.6% indicated that had attended a TCC International Student Organization event. The results of the survey showed that a focus group was not warranted at this time.

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 November and December 2017 using in-person interviews. A total of 136 responses were collected and analyzed.

Of the students surveyed, 91.2% 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. 90.1% either strongly agreed or agreed that staff members responded to them in a timely and professional manner. 90.3% either strongly agreed or agreed that staff members answered their questions in an easy to understand way. And, finally, 91.1% either strongly agreed or agreed that staff members exhibited the desire to assist them.

Testing Services Student Satisfaction Survey

The testing services survey was administered to students who had used the testing centers during the fall 2017 semester. When asked, "Was the testing environment free of distractions?" 282 (92.8%) of the 304 total students responded positively. When asked "Was the testing staff helpful?" 293 (96.1%) responded positively.

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 90.4% if students are satisfied with the academic advising they received from TRiO SSS staff. 89.7% of students are satisfied with the tutoring they received from TRiO SSS staff. Overall, 89.4% of students were satisfied with the events hosted by TRiO SSS. 69% of TRiO SSS students had taken advantage of the TRiO SSS tutoring services. 89% of TRiO SSS students reported they are satisfied with the events hosted by the TRiO SSS Program.

The end-of-year survey was administered online to participants of TCC's TRiO SSS program. 92% of students reported that they were satisfied with TRiO SSS services. 92% of students reported academic advising as their main TRiO SSS service used during the 2017-2018 academic year. 77% of students were satisfied with TRiO SSS' services, which equip students with the skills necessary to successfully transfer to a four-year college/university. 92.3% of students were satisfied with the events hosted by TRiO SSS.

Writing Center Exit Surveys

The survey was administered online to students to improve tutoring and mentoring services. 100% of students reported their writing consultant made them feel welcome and treated them with respect. 97% of students reported that they will return to the writing center.

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 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:

- Students expressed through surveys their desire for more consistency in their advising, and more dedicated time for their meetings. Advising began working on an implementation plan for allowing advising appointments to be made, as well as for caseload assignments for advisors. Caseloads were implemented in Spring 2018, and appointments have been implemented Fall 2018.
- Students said that they felt rushed at New Student Orientation, that they were not enough people to help them enroll, that the enrollment process was not individualized. As well, there was frustration with having to wait on holds to be removed while at NSO. As a result, processes were changed such that holds are now addressed before NSO, and one-on-one meetings with an advisor and an enrollment specialist have been incorporated into the NSO schedule to ensure students have a chance to enroll effectively.
- The Education Access Center and Resource Center for the Deaf and Hard of Hearing are housed under the same Director, thus changes were made uniformly across both units. Based on survey results, the two Centers utilize similar processes for student accommodations. The Centers staff check in more often with faculty to ensure needs are being met for both the student and the instructor. And, they have scaled up the Student Success Faculty Liaison Program headed by a faculty member from our English department.

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, now that we have hired 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, in order to meet HLC standards of learning outcomes assessment, as part of our infrastructure building process, we trained and implemented 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 employs 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 2017. 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 11.

Table 11. Breakdown of Assessment Fee Expenditures for Fiscal Year 2018.

Assessment fees	\$448,997 charged in Student Assessment Fees
Assessment salaries (and benefits)	Director, Institutional Research & Assessment (25%) = \$27,289 Assessment Program Manager, Institutional Research & Assessment (100%) = \$46,222 Coordinator, Institutional Research & Assessment (25%) = \$11,183 Faculty Assessment Facilitators (3 hours reassigned time, 3 semesters) = \$109,152 Dean, Student Assessment & Testing Services (30%) = \$31,322 Director, Testing Services (35%) = \$34,795 Testing Services Staff – including Testing Specialists and Testing Assistants - (25%) = \$143,400 Assistant Director, Testing Services (15%) = \$12,132 Assistant Director, Student Assessment (65%) = \$42,832 Assessment Specialist, Student Assessment (65%) = \$39,496 TOTAL = \$497,823
Distributed to other departments	N/A
Operational costs	Assessment = \$107,521 Student Assessment = \$3,607 Testing Services = \$20,019 Dean of Student Assessment & Testing = \$4,036 TOTAL = \$135,183
Total Expenditures	\$633,006

Appendix A

Math Course Placement Guidelines

Effective: 3/12/2018

Old Test Scores		Current Test Scores				
COMPASS Math Series	Accuplacer Math Series	Math Course Placement	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 <i>(Must be enrolled simultaneously)</i>			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 <i>(If Undeclared Major, and ACT < 20, recommend Math 1473)</i>	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 <i>(Must be enrolled simultaneously)</i>			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

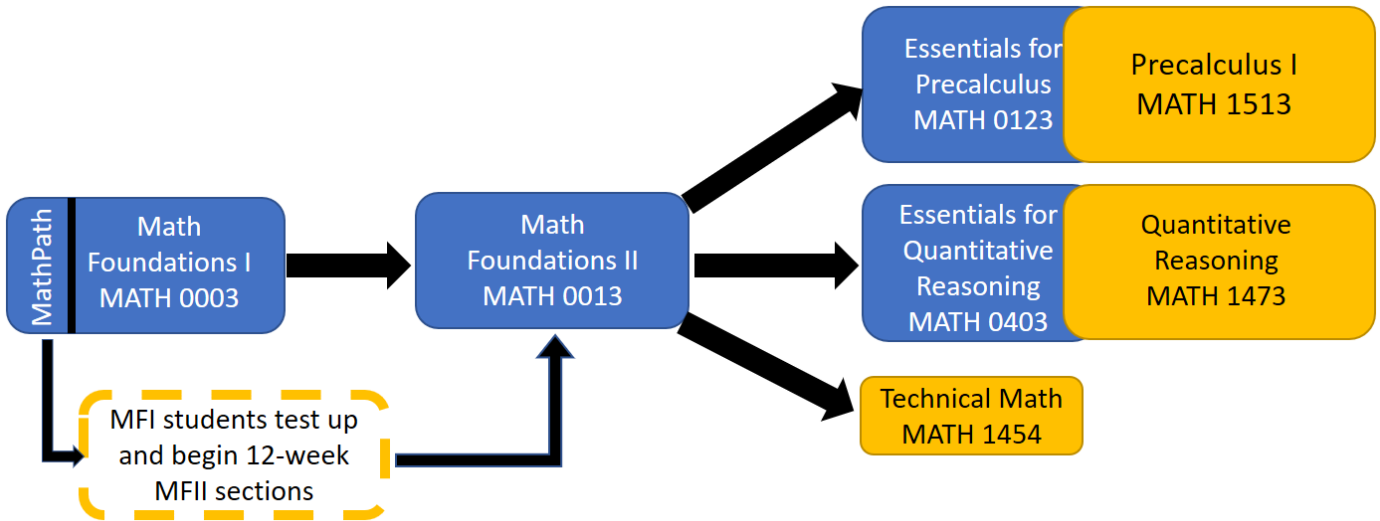
Old Test Scores			Current Test Scores				
COMPAS S Reading	Old Accuplacer Reading	Accuplacer Classic Reading	Reading Course Placement	SAT English	ACT Reading	Accuplacer Next Gen Reading	Success Navigator English Index
80+	80+	80+	College Level	480	19+	263+	N/A
		75-79 & SNE 100+				250-262	100+
N/A	75-79	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

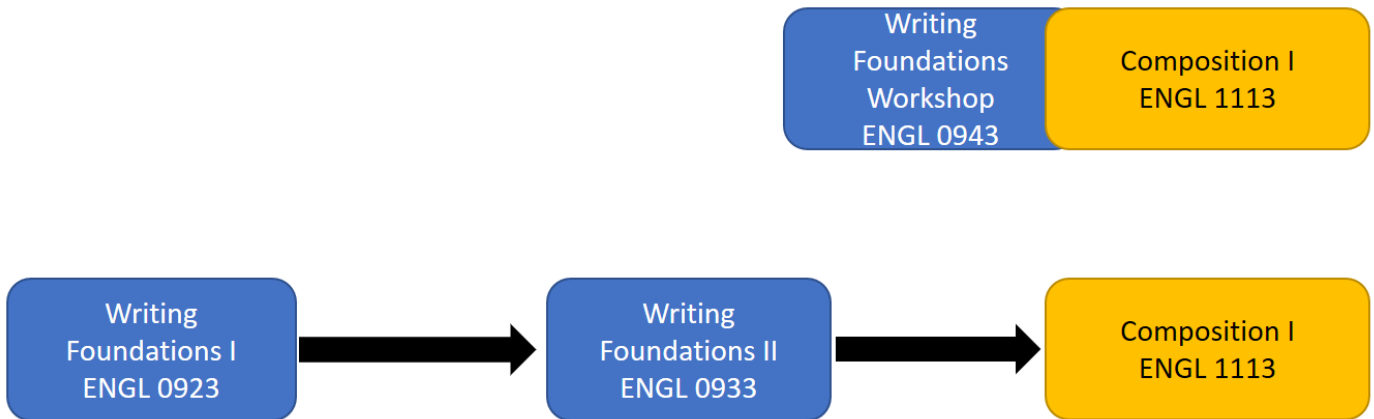
Old Test Scores			Current Test Scores			
COMPAS S English	Accuplacer Sentence Skills	Writing Course Placement	SAT English	ACT English	WritePlacer	Success Navigator English Index
75+	80+	ENGL 1113 Composition I <i>(Reading proficiency must also be met)</i>	480	19+	6-8	N/A
					5	90+
N/A	74-79	ENGL 1113 Composition I AND ENGL 0943 Writing Foundations Workshop <i>(Reading proficiency must also be met)</i> (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

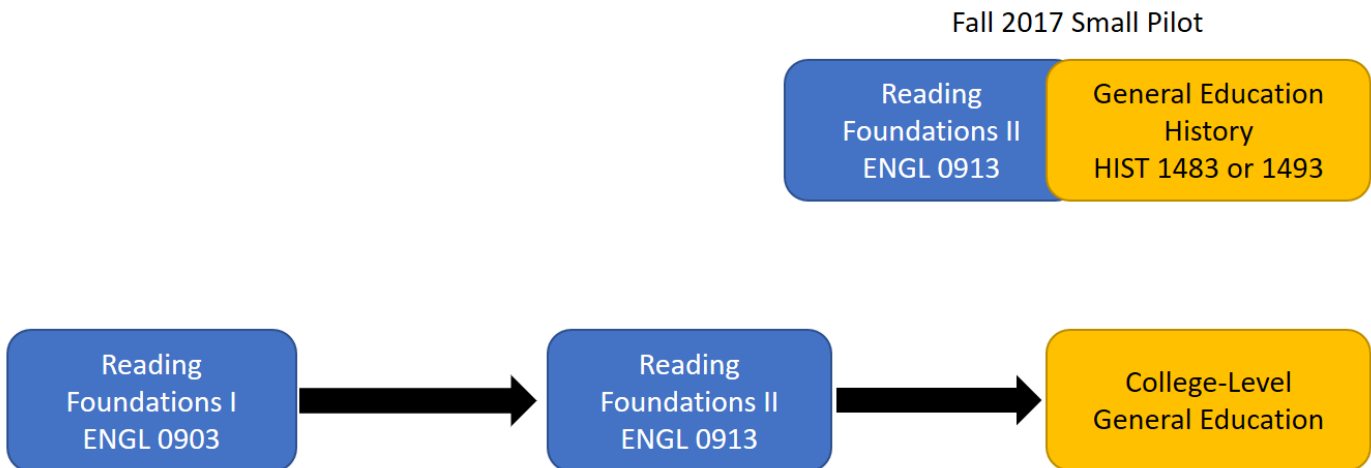
Math Course Sequence Academic Year 2017-18



Writing Course Sequence Academic Year 2017-18



Reading Course Sequence Academic Year 2017-18



Appendix C

Grade Distribution for Reading Courses											
ENGL 0903	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	133	29	23	23	9	18	0	31	0	77%	56%
Fall 2017	377	110	89	68	22	55	1	32	0	92%	71%
Summer 2017											
Total	510	139	112	91	31	73	1	63	0	87%	67%
ENGL 0913	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	373	81	77	82	19	48	1	65	0	83%	64%
Fall 2017	501	127	124	73	20	69	0	87	1	83%	65%
Summer 2017	55	28	15	1	0	4	0	7	0	87%	80%
Total	929	236	216	156	39	121	1	159	1	83%	65%
HIST 1483	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	733	186	165	108	70	91	2	110	1	85%	63%
Fall 2017	969	270	196	144	54	143	0	161	1	83%	63%
Summer 2017	191	81	43	23	7	17	0	20	0	90%	77%
Total	1893	537	404	275	131	251	2	291	2	84%	64%
HIST 1493	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	1407	391	338	191	96	164	1	223	3	84%	66%
Fall 2017	1658	498	346	235	114	213	2	250	0	85%	65%
Summer 2017	371	201	59	27	15	30	0	38	1	90%	78%
Total	3436	1090	743	453	225	407	3	511	4	85%	67%

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

Grade Distribution for Writing Courses											
ENGL 0923	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	93	17	23	16	6	14	0	17	0	82%	60%
Fall 2017	226	41	43	41	15	57	0	28	1	88%	56%
Summer 2017	15	5	4	3	1	2	0	0	0	100%	80%
Total	334	63	70	60	22	73	0	45	1	86%	58%
ENGL 0943	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	165	58	42	22	0	22	0	21	0	87%	74%
Fall 2017	247	87	61	18	12	15	1	53	0	79%	67%
Summer 2017											
Total	412	145	103	40	12	37	1	74	0	82%	70%
ENGL 1113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	1476	356	378	234	63	188	2	254	1	83%	66%
Fall 2017	3378	946	975	526	151	290	6	484	0	86%	72%
Summer 2017	323	105	84	34	11	26	0	63	0	80%	69%
Total	5177	1407	1437	794	225	504	8	801	1	84%	70%

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

Grade Distribution for Math Courses											
MATH 0003	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	201	26	32	34	15	63	0	31	0	85%	46%
Fall 2017	550	83	103	105	48	102	2	107	0	81%	53%
Summer 2017	69	18	20	6	7	7	0	11	0	84%	64%
Total	820	127	155	145	70	172	2	149	0	82%	52%
MATH 0013	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	833	125	130	154	49	189	0	186	0	78%	49%
Fall 2017	1138	178	197	215	105	260	1	182	0	84%	52%
Summer 2017	161	49	32	21	9	28	0	22	0	86%	63%
Total	2132	352	359	390	163	477	1	390	0	82%	52%
MATH 0403	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	211	87	49	28	8	19	0	20	0	91%	78%
Fall 2017	378	64	96	64	31	78	0	45	0	88%	59%
Summer 2017											
Total	589	151	145	92	39	97	0	65	0	89%	66%
MATH 0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	461	157	93	74	22	56	1	57	1	88%	70%
Fall 2017	414	91	75	76	33	61	0	78	0	81%	58%
Summer 2017	172	41	33	29	9	29	1	30	0	83%	60%
Total	1047	289	201	179	64	146	2	165	1	84%	64%
MATH 1473	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	419	113	109	82	21	49	0	45	0	89%	73%
Fall 2017	759	107	184	156	70	147	0	95	0	87%	59%
Summer 2017	49	20	6	5	3	5	0	10	0	80%	63%
Total	1227	240	299	243	94	201	0	150	0	88%	64%
MATH 1513	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Spring 2018	1565	440	396	270	85	171	1	200	2	87%	71%
Fall 2017	1829	477	376	304	116	248	1	306	1	83%	63%
Summer 2017	408	101	101	63	21	59	1	62	0	85%	65%
Total	3802	1018	873	637	222	478	3	568	3	85%	66%

Retention is defined as earning a grade of A-F in the course. Success is defined as earned 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 2017-18 academic year.

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, SPO - Suspend Program Option					
Discipline	Number	Course/Program	Request Type	Comments	Term Effective
BUSN	1173 2403 2613 2683 2723 2733	Introduction to Health Care Business Operations Guest Relations and Customer Service Labor and Food Cost Management Administrative Careers Internship Principles of Hotel Management Principles of Meetings & Convention Management	SC	Courses will no longer be offered after 2017-2018 academic year.	Fall 2018
THEA	1023 1061 1073 1113 1143 1163 1343 1353 1411 1421 1431 1441 2043 2093 2173 2273 2323 2333	Acting for Non-Majors TCC Community Theatre Entertainment Electrical Fundamentals Theatre Graphics Introduction to Rigging and Fly Systems Welding I Stage Movement I Stage Movement II Musical Theatre Dance for Performance I Ballet for Performance I Jazz Dance and Movement for Performance I Modern Dance and Performance I Costume History Make-up II Arena Rigging Stage Production Technology Internship Voice and Diction II Improvisation for the Theatre	SC	Courses have not been taught for several semesters of material is covered in another course.	Fall 2018
SOCI	2243	Introduction to Social Work	SC	Course is no longer offered and is not required or recommended in any program.	Fall 2018
AVST	2172 2192	Commercial Multi-Engine Cross-Country Flight Lab Commercial Multi-Engine Flight Lab	SC	Courses are not utilized in program curriculum.	Fall 2018
ALTE	1223	Hydraulics and Pneumatics	SC	Course is currently cross-listed to ELET 1223. There is no longer a need to offer it under ALTE.	Fall 2018
ELET	2632	Introduction to Nanotechnology	SC	The Nanotechnology program has been deleted.	Fall 2018
QCTT	2153	Lean, Six Sigma, Quality Systems	SC	Course is currently cross-listed to ENGT 2153. There is no longer a need to offer it under QCTT.	Fall 2018
PSYC	2613	Adult Psychology	MC	Change course title to: Psychology of Adulthood and Aging	Fall 2018
GEOG	1023	World Geography (Economic)	MC	Change course title to: Introduction to Economic Geography	Fall 2018
ART	2313	Jewelry I	MC	Change course title to: Metal Arts and Jewelry I. Modify course description.	Fall 2018
ART	2323	Jewelry II	MC	Change course title to: Metal Arts and Jewelry II. Modify course description.	Fall 2018
ART	2083	Sculpture I	MC	Modify course description.	Fall 2018
ART	2093	Sculpture II	MC	Modify course description.	Fall 2018
HUMN	2883	Cultural Identities and the Arts in America	MC	Modify course description.	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
RELG	2233	Religion in America	MC	Modify course description.	Fall 2018
THEA	2463	Creative Writing: Scriptwriting II	SC/NC	Change course number to THEA 2553 and course title to: Scriptwriting II. Cross-list to ENGL 2553	Fall 2018
ENGL	2553	Scriptwriting II	NC	Has been offered as 2993. Cross-list to THEA 2553.	Fall 2018
ENGT	1313	Manufacturing Processes	MC	Change course title to: Manufacturing Processes and Procedures. Change from lecture 3 hours to: lecture 2 hours, lab 2 hours. Modify course description.	Fall 2018
ENGT	1543	Manufacturing Maintenance	MC	Change from lecture 3 hours to: lecture 2 hours, lab 2 hours.	Fall 2018
ENGT	2462	Project Engineering and Management	SC/NC	Change course number to ENGT 2463 . Modify course description.	Fall 2018
QCTT	1223	Blueprint Reading	SC/NC	Course changed to ENGT 1223 Industry Print Reading.	Fall 2018
OCTA	2356	Fieldwork IIA	MC	Change grade mode from "letter" to "Satisfactory/Unsatisfactory".	Fall 2018
OCTA	2376	Fieldwork IIB	MC	Change grade mode from "letter" to "Satisfactory/Unsatisfactory".	Fall 2018
NURS	2222 2221	Pediatric Nursing Pediatric Nursing Clinical	MC	Add 2023 Developmental Psychology as a prerequisite.	Fall 2018
DMS	2035	Sonography Clinical Practice III	MC	Renumber course as DMS 2034 due to change in adjustment of clinical to credit hour ratio.	Fall 2018
DMS	2148	Sonography Clinical Practice IV	MC	Renumber course as DMS 2145 due to change in adjustment of clinical to credit hour ratio.	Fall 2018
BIOT	1314	Biotechnology Laboratory Methods and Techniques	SC/NC	Lower lab hours from 6 to 4. Course renumbered to BIOT 1314.	Fall 2018
BIOT	1534	Cell Culture Techniques	SC/NC	Lower lab hours from 6 to 4. Course renumbered to BIOT 1533.	Fall 2018
BIOT	2246	Molecular Biology and Techniques	SC/NC	Lower lab hours from 6 to 4. Course renumbered to BIOT 2245.	Fall 2018
BIOT	2335	Biotechnology Proteomics and Instrumentation	SC/NC	Lower lab hours from 6 to 4. Course renumbered to BIOT 2334.	Fall 2018
		Biotechnology AS & Certificate	MP	Credit hour reductions in courses above result in total credit hour reductions. AS from 66 to 62; Certificate from 26 to 22.	Fall 2018
		Theatre, AA	MP	Suppressed THEA courses noted above are being deleted as controlled electives.	Fall 2018
		Electronics Technician Certificate	MP	Add ELET 1523 Unmanned Aerial Vehicles and Systems to Controlled Electives. No change in credit hours.	Fall 2018
THEA	2453	Creative Writing: Scriptwriting I	MC	Change course title to Scriptwriting I. Modify course description.	Fall 2018
ENGL	2453	Creative Writing: Scriptwriting I	MC	Change course title to Scriptwriting I. Modify course description.	Fall 2018
THEA	2553	Scriptwriting II	MC	Modify course description. Cross list to ENGL 2553.	Fall 2018
ENGL	2553	Scriptwriting II	NC	Previously offered as 299x course. Cross list to THEA 2553.	Fall 2018
SPAN	1003	Spanish for Classroom Teachers	SC	Suppress course.	Fall 2018
SPAN	2320	International Work and/or Study Seminar	SC	Suppress course.	Fall 2018
SPAN	2330	Spanish International Seminar and/or Field Studies	SC	Suppress course.	Fall 2018
PSYC	2143	Guided Activities in Service Learning	SC	Suppress course.	Fall 2018
FEMS	2319	Emergency Medical Technician	MC	Change course discipline and number to EMSP 1119.	Fall 2018
PLGL	2373 2413	Computers in the Law Law Office Systems and Procedure	SC	Suppress courses.	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
	2443 2511 2502 2601 2613 2621	Probate, Administration of Estates, and Trusts E-Discovery for Paralegals Medical Record Analysis for Paralegals Workers' Compensation for Paralegals Social Security Administration Elder Law			
		Paralegal, AAS	MP	Remove suppressed courses referenced above from controlled electives. Add DGMD 1103 Adobe Acrobat as a controlled elective. No change in credit hours.	Fall 2018
ENGT	1523 1533	Manufacturing Quality Manufacturing Procedures	SC	Suppress course.	Fall 2018
		Engineering Technology Certificate, Manufacturing Production Technician Option	MP	<u>Delete courses from curriculum:</u> ENGT 1523 Manufacturing Quality ENGT 1533 Manufacturing Procedures MATH 1454 Technical Mathematics <u>Add courses to curriculum:</u> ENGT 1212 Introduction to Fabrication Lab ENGT 1223 Industry Print Reading ENGT 1313 Manufacturing Processes and Procedures ENGT 2463 Project Engineering and Management QCTT 1313 Introduction to Quality Change in credit hours: 16 to 20	Fall 2018
		Engineering Technology Certificate, Drafting & Design Engineering Technology	MP	<u>Delete courses from controlled electives:</u> DRFT 2023 Pro/Engineer Modeling DRFT 2033 Pro/Engineer Manufacturing ELET 1212 Introduction to Electricity <u>Add courses to controlled electives:</u> DRFT 2053 CATIA Solids and Surfacing No change in credit hours.	Fall 2018
		Engineering Technology AAS, Drafting & Design Engineering Technology Option	MPO	<u>Delete courses from curriculum:</u> BUSN 1053 Introduction to Business GEOG 1014 Geography (Physical) (Science elective) MATH 1513 & 1613 Pre-Calculus I & II no longer required but may be taken in lieu of MATH 1454 and additional two hours will satisfy two hours of General Education Recommended Electives. <u>Add courses to curriculum:</u> ENGT 1212 Introduction to Fabrication Lab MATH 1454 Technical Mathematics DRFT 2053 CATIA Solids and Surfacing (elective) No change in credit hours.	Fall 2018
		Engineering Technology AAS, Manufacturing Engineering Technology Option	MPO	<u>Delete courses from curriculum:</u> BUSN 1053 Introduction to Business GEOG 1014 Geography (Physical) PHYS 1114 General Physics ENGT 2363 Metallurgy ENGT 2543 Manufacturing Engineering I MATH 1513 & 1613 Pre-Calculus I & II no longer required but may be taken in lieu of MATH 1454 and additional two hours will satisfy two hours of General Education Recommended Electives. <u>Add courses to curriculum:</u> MATH 1454 Technical Mathematics ELET 1212 Introduction to Electricity (elective) ELET 1513 Programmable Control (elective) ELET 1223 Hydraulics & Pneumatics (elective) Credit hours changed from 63 to: 62-63.	Fall 2018
		Engineering Technology AAS, GIS Option	MPO	<u>Delete courses from curriculum:</u> BUSN 1053 Introduction to Business	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
				<p>CSYS 1133 Oracle: Introduction to SQL PHYS 1114 General Physics (Science elective) SURV 1324 Surveying I MATH 1513 & 1613 Pre-Calculus I & II no longer required but may be taken in lieu of MATH 1454 and additional two hours will satisfy two hours of General Education Recommended Electives. <u>Add courses to curriculum:</u> CSYS 2643 Database Design & SQL ENGT 1212 Introduction to Fabrication Lab MATH 1454 Technical Mathematics ELET 1523 Unmanned Aerial Vehicles & Systems Credit hours changed from 61 to 63.</p>	
		Social Science AA, Criminal Justice Option Criminal Justice AA	DPO NP	This action suppresses the Criminal Justice option within the Social Science program with OSRHE and will move the Criminal Justice curriculum to a unique program. No change in curriculum or credit hours.	Fall 2018
		Social Science AA, Psychology Option Psychology AA	DPO NP	This action suppresses the Psychology option within the Social Science program with OSRHE and will move the Psychology curriculum to a unique program. Course deleted from curriculum: PSYC 2143 Guided Activities in Service Learning Course added to curriculum: PSYC 2423 Introduction to Abnormal Psychology No change in credit hours.	Fall 2018
		Social Sciences AA, Sociology Option Sociology AA	DPO NP	This action suppresses the Sociology option within the Social Science program with OSRHE and will move the Sociology curriculum to a unique program. Course added to curriculum: SOC 2063 Corrections: Jails and Prisons SOC 2153 Crisis Intervention and Experience SOC 2263 Medical Ethics No change in credit hours.	Fall 2018
PHYS	1003	Introduction to Physics	SC		Fall 2018
ACCT	1411	Quickbooks	SC		Fall 2018
ACCT	2463	Fraud Examination	SC SC SC SC MC MC SC SC SC	This will be removed from the list of General Education Science courses. Change course title to: Leadership and Professional Communication Change course title to: Contemporary Issues in Communication	Fall 2018
ACCT	2383	Governmental and Non-profit Accounting			Fall 2018
ACCT	2571	Writing for Accountants			Fall 2018
ACCT	2443	Auditing			Fall 2018
BIOL	1423	Microbes and Society			Fall 2018
COMM	2093	Business and Professional Communication			Fall 2018
COMM	2503	Communication Theory			Fall 2018
CSCI	1171	Introduction to Web Page Design			Fall 2018
CSCI	2531	Introduction to Excel			Fall 2018
CSCI	1541	Advanced Excel			Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
CSCI	1551	Introduction to Word	SC		Fall 2018
CSCI	1561	Advanced Word	SC		Fall 2018
CSCI	1571	Introduction to Access	SC		Fall 2018
CSCI	1641	Windows	SC		Fall 2018
CSCI	1711	Introduction to PowerPoint	SC		Fall 2018
CSCI	1721	Applied Integrated Software	SC		Fall 2018
CSCI	2073	Ethics in Information Technology	SC SC SC SC SC SC SC		Fall 2018
CSCI	2653	Database for UNIX (Linux) Systems		Fall 2018	
CSCI	2753	Introduction to Networking		Fall 2018	
CSCI	2953	Analysis/Solution Architecture		Fall 2018	
CSYS	1022	MS Word for Medical Documents		Fall 2018	
CSYS	1103	Introduction to Computer Electronics		Fall 2018	
CSYS	1133	Oracle: Introduction to SQL		Fall 2018	
CSYS	2153	Advanced XHTML Technologies		SC	
CSYS	2223	Graphical User Interface Development	SC		Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
CSYS	2273	Internet Business Applications	SC		Fall 2018
CSYS	2343	Visual Basic for Applications	SC		Fall 2018
CSYS	2623	Mobile Development - Advanced iPhone	SC		Fall 2018
CSYS	2793	Mobile Development - Android	SC		Fall 2018
CSYS	2813	Mobile Development - Windows Mobile	SC		Fall 2018
CSYS	2823	Mobile Game Development	SC		Fall 2018
CSYS	2843	Mobile Development Capstone	SC		Fall 2018
BUSN	1143	Business Ethics	SC		Fall 2018
MGMT	1073	Business Experiential Studies	SC		Fall 2018
MKTG	2813	International Marketing	SC		Fall 2018
BUSN	1153	Introduction to Hospitality Operations - Hotels, Restaurants and Tourism	SC		Fall 2018
		Business Certificate	MP	Add 2990 Selected Topics to Controlled Electives. Delete the following courses: BUSN 1143 Introduction to Ethics - Business Issues; BUSN 1153 Introduction to Hospitality Operations - Hotels, Restaurants and Tourism. No change in total credit hours.	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
JRMC	ALL	Change prefix to MCOM	MC	Impacts Journalism program options	Fall 2018
MCOM	2973	Journalism and Mass Communications Internship I	MC	Change course title to: Mass Communications Internship I	Fall 2018
MCOM	2983	Journalism and Mass Communications Internship II	MC	Change course title to: Mass Communications Internship II	Fall 2018
OCTA	1202	Introduction to Occupational Therapy	MC	Modify course description	Fall 2018
PHED	1143	Foundations of Physical Education	MC	Change course prefix to: HHPE	Fall 2018
PHED	2111	Professional Careers in Nutritional Sciences	MC	Change course prefix to: HHPE	Fall 2018
PHED	2212	First Aid	MC	Change course prefix to: HHPE	Fall 2018
PHED	2263	Principles in Health Education and Health Promotion	MC	Change course prefix to: HHPE	Fall 2018
PHED	2603	Total Wellness	MC	Change course prefix to: HHPE	Fall 2018
PHED	2653	Applied Anatomy and Kinesiology	MC	Change course prefix to: HHPE	Fall 2018
PHED	2662	Care and Prevention of Athletic Injuries	MC	Change course prefix to: HHPE	Fall 2018
PHED	1092	Karate	SC/NC	Change course number to: 1091	Fall 2018
PHED	1252	Weight Training I	SC/NC	Change course number to: 1251	Fall 2018
PHED	1412	Yoga	SC/NC SC/NC SC/NC SC/NC	Change course number to: 1411 Change course number to: 1421 Change course number to: 1551 Change course number to: 1651	Fall 2018
PHED	1422	Women on Weights			Fall 2018
PHED	1552	Bicycling for Fitness			Fall 2018
PHED	1652	Cardio Kickboxing			Fall 2018
PHED	2012	Zumba	SC/NC	Change course number to: 1811	Fall 2018
PHED	2042	Women on Weights II	SC/NC	Change course number to: 2041	Fall 2018
PHED	2092	Bicycling for Fitness II	SC/NC	Change course number to: 2091	Fall 2018
PHED	2112	Cardio Kickboxing II	SC/NC	Change course number to: 2651	Fall 2018
PHED	2142	Karate II	SC/NC	Change course number to: 2141	Fall 2018
PHED	2252	Weight Training II	SC/NC	Change course number to: 2251	Fall 2018
PHED	2312	Body Conditioning	SC/NC	Change course number to: 2311	Fall 2018
PHED	2322	Walking for Fitness I	SC/NC	Change course number to: 2321	Fall 2018
PHED	2332	Jogging for Fitness I	SC/NC	Change course number to: 2331	Fall 2018
PHED	2422	Walking for Fitness II	SC/NC	Change course number to: 2421	Fall 2018
PHED	2432	Jogging for Fitness II	SC/NC	Change course number to: 2431	Fall 2018
PHED	1002	Physical Education Activity	SC		Fall 2018
ENGR	2213	Thermodynamics	MC	Add CHEM 1365 as a prerequisite.	Fall 2018
PLGL	2813	Paralegal Internship	MC	Change course number to PLGL 2803.	Fall 2018
PSYC/SOCI	2223	Behavioral Statistics	MC SC	Add MATH 1513 as an option for the MATH prerequisite. Currently states only MATH 1473.	Fall 2018
BIOL	2143	Marine Biology			Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
		Science-Related Concentration AS, Biology option	MPO	Remove BIOL 2143 Marine Biology as a Biology elective.	Fall 2018
BIOL	2154	Human Physiology	MC	Remove BIOL 2134 as a prerequisite.	Fall 2018
ECON	2023	Principles of Microeconomics	MC	Modify course description.	Fall 2018
ECON	2013	Principles of Macroeconomics	MC	Modify course description.	Fall 2018
BUSN	2363	Supervisory Management	MC	Change course number to MGMT 2113. Impacts Business AAS, Management option.	Fall 2018
AVST	2283	Aviation Human Factors	NC		Fall 2018
AVST	2343	Flight Instructor Pilot Ground School	NC		Fall 2018
AVST	2442	Flight Instructor Pilot Flight Lab	NC		Fall 2018
		Aviation Sciences Technology AAS, Professional Pilot	MP	Remove two previously suppressed courses from the curriculum: AVST 2172 and AVST 2192.	Fall 2018
		Science-Related Concentration AS, Physics option	MPO	Remove PHYS 1003 Introduction to Physics and CSCI 1203 Computer Concepts from Recommended Electives and add PHYS 1114 General Physics I.	Fall 2018
		Science-Related Concentration AS, Geography option	DPO	Option deleted due to low productivity.	Fall 2018
		Communication Arts & Technology AA, Journalism: Electronic & Broadcast option	MPO	Change option title to: Mass Communication: Electronic & Broadcast	Fall 2018
		Communication Arts & Technology AA, Journalism: Strategic Communication option	MPO	Change option title to: Mass Communication: Strategic Communication	Fall 2018
		Electronics Technology AAS, Biomedical Equipment option	MPO	Remove ELET 2632 Introduction to Nanotechnology and suppress from course catalog. Total credit hours from 66-68 to 64-66.	Fall 2018
		Engineering AS, General Engineering option	DPO	Duplicates the curriculum in the Mechanical Engineering degree.	Fall 2018
		Engineering AS, Mechanical Engineering option	MPO	Add CHEM 1365 General Chemistry for Engineers as a Chemistry elective. No change in credit hours.	Fall 2018
		World Languages Certificate, Japanese option	DPO	The option is being deleted because students are more interested in earning the degree than the certificate.	Fall 2018
		Marketing AS, Merchandising option	DPO	Option no longer transfers.	Fall 2018
		International Business AS	MP	Remove two hours of recommended electives and ECON 2123 International Economic Issues. Add the following courses: COLL 1002 First Year Experience; MATH 2193 Elementary Statistics OR MATH 2523 Calculus for Business, Life, or Social Sciences; GEOG 1043 Introduction to Cultural Geography or BUSN 2433 Introduction to Entrepreneurship. The latter two courses are Controlled Electives.	Fall 2018
		Enterprise Development AA, General Studies	MPO	Changing the designation of this program from an Associate in Arts to an Associate in Science. Removing the name "General Studies".	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
		Enterprise Development AS, Business Administration	SPO	Suppressing this option from the catalog. Option is duplicative of the Business Administration degree.	Fall 2018
		Health, Human Performance, and Physical Education: Health and Human Performance option and Physical Education option	DPO	Delete both options and consolidate curriculum into the main program of Health, Human Performance and Physical Education. See below.	Fall 2018
		Health, Human Performance, and Physical Education AS	MP	Add the following course: ECON 2023 Principles of Microeconomics. Delete the following courses: GEOG 1014 Geography (Physical); CSCI 1203 Computer Concepts and Applications; GEOG 1043 Introduction to Cultural Geography; MATH 1613 Precalculus II; PHYS 1114 General Physics I. Health and Human Performance and Physical Education will become concentrations. Total credit hours from 60 to a range of 60-62.	Fall 2018
		Nutritional Sciences AS, Allied Health, Community Nutrition, and Dietetics options	SPO	These options are being suppressed to consolidate the curriculum into the main program of Nutritional Sciences. See below.	Fall 2018
		Nutritional Sciences AS	MP	Add the following courses: ACCT 2213 Financial Accounting; BIOL 2154 Human Physiology; CHEM 2145 Organic Chemistry; SOCI 1113 Introduction to Sociology. Delete the following course: HSVC 1113 Principles of Human Services. Concentrations added for Dietetics and Community Nutrition.	Fall 2018
CHLD	2052	Early Field Experience in Teaching - Secondary	SC		Fall 2018
CHLD	2103	Child Guidance	MC	Remove CHLD 2003 as a prerequisite	Fall 2018
CHLD	2233	Physical Development and Creative Express: Birth to Eight	MC	Remove CHLD 2523 or CHLD 2253 as a prerequisite	Fall 2018
		Child Development AS, Child and Family, OSU Transfer option	MPO	Rename option to: Family and Community. Add the following courses: MATH 1473 Quantitative Reasoning; CHLD 2103 Child Guidance. Delete the following courses: MATH 1513 Precalculus I; MATH 2193 Elementary Statistics; and CHLD 2032 Early Field Experience in Teaching-Early Childhood. Total credit hours from 63 to 61.	Fall 2018
		Pre-Education AA, Elementary and Secondary Option	MP/MPO	Rename option: Elementary and Secondary to Elementary. Update Recommended Electives. Add the following courses: ENGL 2413 Introduction to Literature and GEOG 2033 World Regional Geography as required Humanities courses; CHLD 2003 Lifespan Development. Increase MATH requirement from 3 hours to 12 hours. Increase Science requirement from 8 hours to 12 hours. No change in total credit hours.	Fall 2018
		Child Development AAS	MP	Add the following courses: CHLD 2413 Professionalism & Leadership in Early Care & Education; ENGL 2413 Introduction to Literature. Delete the following courses: BIOL 1383 Nutrition; ENGL 2333 Technical/Professional Writing. No change in total credit hours.	Fall 2018
		Child Development Certificate, CDA Credential Preparation option and Certificate of Mastery option	DPO/MPO	Delete the CDA Credential Prep option. Revise the curriculum for the COM option as follows: - Delete CDA Competency courses CHLD 1101, 1102, 1202, 1302, 1402 - The following courses are required: CHLD 2003 Child Development in the Lifespan; CHLD 2103 Child Guidance; CHLD 2233 Physical Development and Creative Expression: Birth to Eight - The following courses are added to the CHLD	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
				electives: CHLD 2243 Language and Cognitive Development: Birth to Eight; CHLD 2263 Social and Emotional Development: Birth to Eight; CHLD 2413 Professionalism and Leadership in Education; CHLD 2513 Programming for Infants and Toddlers; CHLD 2613 Health, Safety, and Nutrition: Birth to Eight	
		Early Childhood Certificate of Mastery	SP	Suspend this program. Combining curriculum for Certificate of Mastery into one program under Child Development.	Fall 2018
HRES	2363	Performance Management	MP	Remove HRES 1313 as a prerequisite.	Spring 2018
HRES	1313	Principles of Human Resources	SC/NC	Renumber course to: HRES 2113	Fall 2018
HRES	1333 & 1343	Benefits Management Compensation Management	SC/NC	Combine course content into a new course: HRES 2373 Compensation and Benefits Management	Fall 2018
HRES	2313 & 2353	Human Resource Law I and Human Resource Law II	SC/NC	Combine course content into a new course: HRES 2123 Employee Law	Fall 2018
HRES	2363	Performance Management	SC/NC	Renumber course to HRES 2233 and change course title to Talent Management	Fall 2018
HRES	2343	Training & Development	SC/NC	Renumber course to: HRES 2243	Fall 2018
HRES	2333	Employee and Labor Relations	SC/NC	Renumber course to: HRES 2413	Fall 2018
HRES	2493	SHRM Certification Preparation	NC		Fall 2018
		Business AAS, Human Resources Option	MPO	<ul style="list-style-type: none"> - Consolidate HRES 2313 and HRES 2353 Human Resources Law I & II into HRES 2123 Employee Law - Consolidate HRES 1333 Benefits Management and HRES 1343 Compensation Management into HRES 2373 Compensation and Benefits Management - Renumber and rename HRES 2363 Performance Management to HRES 2233 Talent Management - Renumber HRES 2343 Training and Development to HRES 2243 - Renumber HRES 2333 Employee and Labor Relations to HRES 2413 - Add HRES 2493 SHRM Certification Preparation (new course) - Add PSYC 1313 Human Relations 	Fall 2018
		Human Resources Certificate	MP	Make all the changes noted above and delete the 3 hours of Computer Information Systems electives and the 6 hours of Controlled Electives. Total credit hours changed from 30 to 21.	Fall 2018
		Liberal Arts AA and Social Science AA	MP/DPO	<p>Consolidate the following program options into the Liberal Arts AA as concentrations:</p> <p>Social Science AA:</p> <ul style="list-style-type: none"> - Humanities - Philosophy - Religious Studies <p>Liberal Arts:</p> <ul style="list-style-type: none"> - Native American Emphasis - Film Emphasis - International Emphasis - American Studies <p>Convert the Peace Studies emphasis into a concentration. No change in credit hours.</p>	Fall 2018
HIST	2043	Contemporary Affairs	MC	Remove (H) General Education designation.	Fall 2018
HIST/NAMS	2343	Native American History	MC	Add (H) General Education designation to course.	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
SOCI	2123	Introduction to Cultural Anthropology	MC	Add (H) General Education designation to course.	Fall 2018
		Engineering Technology AAS, Geographic Information Systems option	DPO		Fall 2018
ENGL	2673 2683	World Literature to 1700 World Literature from 1700	SC	Courses have had low enrollment and faculty need time to reconfigure.	Fall 2018
		English AA	MP	Remove the World Literature courses from the Required English electives.	Fall 2018
OCTA	2356 2376	Fieldwork IIA Fieldwork IIB	MC	Update course descriptions.	Spring 2018
		Law Enforcement AAS Technology AAS Process Technology AAS & Certificate Alternative Energy Certificate	DP	These programs are all on suspension with OSRHE. This action will delete the programs and remove them from OSRHE inventory.	N/A
		Patient Care Technician Certificate	DP	This program is on suspension with OSRHE. This action will delete the program and remove it from OSRHE inventory.	N/A
		Science-related Concentration AS, Geology option	MPO	Add GEOL 1113 Oceanography to recommended electives.	Fall 2018
DMS	2153	Vascular Ultrasound	MC	Remove DMS 2148 Sonography Clinical Practice IV as a prerequisite.	Spring 2018
BIOL	2134	Human Anatomy	MC	Remove BIOL 1604 Zoology as a prerequisite.	Fall 2018
BIOL	2154	Human Physiology	MC	Remove BIOL 1604 Zoology as a prerequisite.	Fall 2018
BIOL	1604	Zoology	MC	Remove BIOL 1224 Introduction to Biology as a pre-requisite.	Fall 2018
THEA	2003	Audition Techniques	SC	Course is no longer offered.	Fall 2018
NURS	1023	Stress Management	SC	Course last made in spring 2015. If offered in the future, it will be through CE.	Fall 2018
		Nutritional Sciences AS, Allied Health, Community Nutrition, and Dietetics options	DPO	These options were suppressed previously as the degree has been restructured to remove options and replace with concentrations. However, after reviewing the documentation OSRHE rescinded previous approval for option suppressions and now requires deletion if an option will no longer be available.	Fall 2018
BUSN	2213	Small Business Management	SC	Course no longer included in any Business curriculum.	Fall 2018
HSVC	1523	Volunteer Management in Human Services	SC	Courses no longer offered	Fall 2018
HSVC	2101	Ethics, Human Services, and the Law	SC		
HSVC	2111	Cultural Competence in the Helping Professions	SC		
HSVC	2121	Stress Management in the Helping Professions	SC		
HSVC	2213	Introduction to Group Dynamics	SC		
HSVC	2211	Introduction to Child Welfare	SC		
HSVC	2221	Childhood Stress	SC		
HSVC	2231	Critical Issues with Children	SC		
HSVC	2241	Dealing with the Sexually Abused Child in the Classroom	SC		
HSVC	2342	Recreation Therapy/Rope Course Training	SC		
HSVC	2363	Recreation Therapy/Outdoor Adventure	SC		
HSVC	2413	Introduction to Leisure Services	SC		
HSVC	2433	Introduction to Therapeutic Recreation	SC		

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
HSVC	2701	Introduction to Play Therapy	SC		
HSVC	2711	Clinical Application of Dreaming	SC		
		Diagnostic Medical Sonography, AAS	MP	Special Admission Requirement: ACT composite score of 18; completion of these courses with a "C" or better: BIOL 1314, ENGL 1113, MATH 1513, ALDH 1013 or PHYS 1114. Retention GPA 2.5.	Fall 2018
		Occupational Therapy Assistant, AAS	MP	Special Admission Requirements: ACT composite score of 18; completion of ALDH 1313, BIOL 1314, and OCTA 1203.	Fall 2018
		Physical Therapist Assistant, AAS	MP	Special Admission Requirement: ACT composition score of 15. Retention requirement: 2.8 on all PHTA courses.	Fall 2018
		Cardiovascular Technology, AAS	MP	Special Admission Requirement: Completion of ALDH 1323 and BIOL 1314. Retention requirement: 2.5 on all CVT courses.	Fall 2018
		Cardiovascular Technology, AAS Coding & Reimbursement Specialist, Certificate Dental Hygiene, AAS Diagnostic Medical Sonography, AAS Health Information Technology, AAS Medical Laboratory Technology, AAS Medical Laboratory Technology, Certificate - Phlebotomy option Nursing, AAS Occupational Therapy Assistant, AAS Pharmacy Technology, Certificate Physical Therapist Assistant, AAS Radiography, AAS Veterinary Technology, AAS	MP	Special Admission Requirement for international students for whom English is a second language: TOEFL sub-scores: 21 for writing; 24 for speaking; 20 for reading; and 20 for listening, with a total minimum score of 85. For IELTS: 6.5 for reading; 6.5 for listening; 7.5 speaking; and 6 for writing for a total IELTS score of 6.5 Required minimum scores must be met for each of the four sub-tests.	Fall 2018
FEMS	1314	Fundamentals of Firefighting	NC		Fall 2018
FEMS	1324	Fundamentals of Firefighting Applications	NC		Fall 2018
		Fire and Emergency Medical Services Certificate, Advanced Firefighter option	NPO	New option includes the two courses listed above and will be offered at the Tulsa Fire Academy in fall 2018.	Fall 2018
		International Business Certificate	DP	Program suspended in 2014. This will delete the program from OSRHE inventory.	Fall 2018
		Management Leadership Certificate	DP	Program suspended in 2013. This will delete the program from OSRHE inventory.	Fall 2018
HEBR	1011 1023 1223	Introduction to Hebrew Biblical Hebrew I Biblical Hebrew II	SC	Courses are being suppressed due to low enrollment.	Fall 2018
GRMN	2113 2143 2213 2263 2320 2330 2990	Intermediate German I German Culture and Civilization Intermediate German II Intermediate German Literature International Work and/or Study Seminar German International Seminar and/or Field Studies Selected Topics in German	SC	Courses are being suppressed due to low enrollment.	Fall 2018
		World Languages Certificate, Spanish Translating Skills option	MPO	Remove SPAN 2143 Latin American Civilization and Culture from controlled electives as the course does not involve translating.	Fall 2018
		Accounting AAS, Accounting Specialist and Accounting Software Application options, Accounting Certificate, Accounting	MPO	Remove BUSN 2213 Small Business Management from all three options. For Accounting Specialist, replace with PHIL 1143 Business Ethics. For	Fall 2018

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, **SPO** - Suspend Program Option

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
		Assistant option		Accounting Software Application and Accounting Assistant options, replace with PHIL 1143 or BUSN 2313 Business Law.	
		Liberal Arts AA, Peace Studies Concentration	MP	Delete Peace Studies Concentration	Fall 2018
HUMN	2113	Humanities I: Prehistory through the Middle Ages	MC	Update course description	Fall 2018
HUMN	2223	Humanities II: From the Renaissance to the Present	MC	Change course title to: Humanities II: Renaissance to the Early 20th Century and update course description	Fall 2018
HUMN	2323	Humanities III: 20th Century Humanities	MC	Change course title to: Humanities III: Early 20th Century to the Present	Fall 2018