



Annual Report of Student Assessment Activity
2021-2022

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Higher Education**

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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).

ACT Math (19 or higher), SAT Math (510 or higher), ACCUPLACER Next-Generation math tests, and HS GPA were used to place students in mathematics. Due to the change to math pathways based on student's major, we used a separate test for those needing to take Precalculus I or Math Functions (MATH 1513 or 1483, respectively; ACCUPLACER Advanced Algebra and Functions test - 263 or above) and Technical Math, Math Functions, or Elementary Statistics (MATH 1454, MATH 1483, or MATH 2193; ACCUPLACER Advanced Algebra and Functions test – 237 or above), versus those needing to take Quantitative Reasoning (MATH 1473; ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test - 263 or above, or a 255-262 and HS GPA of 3.0 or higher).

ACT Reading (19 or above), SAT English (510 or above), High School GPA (3.0 or above), and ACCUPLACER Next-Generation Reading test (263 or above) were used for placing students into college-level coursework in reading.

ACT English (19 or above), SAT English (510 or above), High School GPA (3.2 or above), and Accuplacer's WritePlacer (5 or above) were used for placing students into college-level writing (ENGL 1113, Composition I).

See Appendix A for all cut scores.

I-2. 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 corresponding to exact levels of remedial coursework.

I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?

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

- READ 0113 – Introduction to Academic Reading
- READ 0123 – Critical Academic Reading
- ENGL 0923 – Writing Foundations I
- ENGL 0933 – Writing Foundations II
- ENGL 0943/1113 – Writing Foundations Workshop co-requisite with Composition I
- ENGL 0953/1113 – Critical Reading and Academic Writing 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 could 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 could 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.

I-4. What information was used to determine co-requisite course placement?

Co-requisite courses were implemented in math, writing and reading. In math, co-requisite courses were designed for both the Precalculus math pathway and the Quantitative Reasoning pathway. Just as with college-level placement, multiple measures were used to place students into the co-requisite level of placement. The reading co-requisite model, courses were redesigned and new curriculum developed for both Introduction to Academic Reading and Critical Academic Reading courses. The writing co-requisite, Critical Reading and Academic Writing course infused reading strategies into the curriculum. The effort of this course is to streamline developmental reading and writing for the co-requisite students who score at the top of the reading placement chart.

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, or have a HS GPA of 3.0 or above. 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, a 285 or above on the ACCUPLACER Arithmetic test combined with a score of 230-236 on the Quantitative Reasoning, Algebra, and Statistics test, or have a HS GPA of 3.0 to 3.19.

To place into Writing Foundations Workshop co-requisite with Composition I, students had to score a 4 on the WritePlacer or have a high school GPA from 2.7 to 3.19. To place into Critical Reading and Academic Writing co-requisite with Composition I, students had to score a 250 or higher on the ACCUPLACER and have a HS GPA of 2.7 or above or a WritePlacer score of 4 or successfully completed Writing Foundations I.

See Appendix A for all cut scores.

I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

Adult students who enter TCC without an ACT or SAT score are placed the same as all other students who enter without an ACT or SAT score. They must take the placement tests in place or provide a high school GPA from which to be placed. The cut scores used for adult students are the same as those used for traditional students. They can be seen in Appendix A.

Analyses and Findings

I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, 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. 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 2021		Fall 2021		Spring 2022	
		# 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	7	14%	59	44%	38	42%
	ENGL 0933	25	72%	202	50%	99	64%
	ENGL 0943	0		223	73%	153	73%
	ENGL 0953	-		-		33	73%
	ENGL 1113	297	72%	3,116	73%	1,352	62%
Reading	READ 0113	0		121	50%	46	50%
	READ 0123	48	79%	639	56%	309	49%
Math	MATH 0003	19	58%	238	47%	120	49%
	MATH 0013	105	60%	567	51%	418	58%
	MATH 0055	17	82%	109	39%	105	46%
	MATH 0123	71	58%	365	59%	268	52%
	MATH 0403	29	62%	223	67%	178	69%
	MATH 1454	0		22	36%	0	
	MATH 1473	83	71%	502	65%	425	72%
	MATH 1483	86	91%	361	53%	284	54%
	MATH 1513	231	60%	1,179	66%	1,105	68%
MATH 2193	186	81%	341	64%	361	74%	

As can be seen in Table 1, developmental writing had success rates ranging from 14% to 73%. The co-requisite writing course had success rates of 73%. Composition I had success rates ranging from 62% to 73%. Developmental reading had success rates of 50%. Developmental math courses had success rates ranging from 46% to 82%. Co-requisite math courses had a success rate ranging from 52% to 69%. College-level math courses had success rates ranging from 36% to 91%.

Of the 2,922 first-time entering, credential-seeking students in the fall 2021, 807 (27.6%) placed in developmental writing: 552 (68.3%) one level below college level, our co-requisite; 87 (10.8%) placed into Writing Foundations II; and, 108 (13.4%) placed into our lowest level developmental

writing, Writing Foundations I. This writing placement is consistent with the placement of the Fall 2020 cohort. Of the Fall 2021 cohort, 796 (27.2%) placed in developmental reading (up slightly from fall 2020): 688 (86.4%) one level below college level; and 90 (11.3%) two levels below college level. Of the Fall 2021 cohort, 1,196 (40.9%) placed into developmental mathematics (a slight increase from fall 2020, but still well below the over 50% in Fall 2018): 447 (37.3%) one level below college level, co-requisite; 395 (33%) two levels below college level; and, 306 (25.6%) three levels below college level. The following tables provide the enrollment and success rates for students in the Fall 2021 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2021 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		2,026	69.3%	555	19.0%	95	3.3%	109	3.7%	58	2.0%
ENGL 0923 Writing Foundations I	Took	5	0.2%	7	1.3%	1	1.1%	81	38.4%	1	1.7%
	Earned C or better	1	20.0%	5	71.4%	0		33	42.4%	0	
ENGL 0933 Writing Foundations II	Took	7	0.3%	72	13.0%	66	69.5%	9	8.3%	2	3.4%
	Earned C or better	3	42.9%	44	61.1%	34	51.5%	6	66.7%	2	100%
ENGL 0943 Co-Req	Took	8	0.4%	160	28.8%	1	1.1%	3	2.8%	3	5.2%
	Earned C or better	5	62.5%	118	73.8%	1	100%	1	33.3%	2	66.7%
ENGL 0953 Crit. Reading and Academic Writing	Took	1	0.4%	8	1.4%	2	2.1%	0		0	
	Earned C or better	0		7	87.5%	0					
ENGL 1113 Comp I Co-Req	Took	8	0.4%	160	28.8%	1	1.1%	3	2.8%	3	5.2%
	Earned C or better	4	50.0%	102	63.8%	1	100%	1	33.3%	2	66.7%
ENGL 1113 Comp I College-level	Took	1,312	64.7%	43	7.7%	15	15.8%	5	4.6%	16	27.6%
	Earned C or better	935	71.3%	30	69.8%	8	53.3%	2	40.0%	11	68.8%

Of the 2,922 first-time entering, credential-seeking students in the fall of 2021, 1,905 (65.2% vs. 62.3% for the fall 2020 cohort) took Composition I (ENGL 1113), and 1,424 (74.8% vs. 76.1% for fall 2020) of those students successfully completed the course. Of the 2,024 (69.3% vs. 70.3% for fall 2020) students who were deemed college ready in writing 1,627 (80.4% vs. 78.0% for fall 2020) took Composition I, with 1,244 (61.5% vs. 60.3% for fall 2020) of those students earning a C or better in Composition I by the end of their first year. Of the 552 (18.9% vs. 18.1% for fall 2020) students who placed into co-requisite writing, 206 (37.3% vs. 34.7% for fall 2020) took Composition I, with 132 (64.1% vs. 67.9% for fall 2020) passing with a C or better. Of the 807 (27.6% vs. 28.2% for fall 2020) students who placed into developmental writing at any level, 250 (31% vs. 25.5% for fall 2020) took Composition I in the first year, with 157 (62.8% vs. 68.3% for fall 2020) passing with a C or better.

Table 3. Fall 2021 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		2,100	71.9%	517	17.7%	108	3.7%	125	4.3%
READ 0113 Intro to Acad. Reading	Took	3	0.1%	7	1.4%	83	76.9%	6	4.8%
	Earned C or better	2	66.7%	5	71.4%	40	48.2%	3	50.0%
READ 0123 Crit. Academic Reading	Took	61	2.9%	460	89.0%	48	44.4%	31	24.8%
	Earned C or better	45	73.8%	267	58.0%	30	62.5%	19	61.3%

Of the 2,922 first-time entering, credential-seeking students in the fall of 2021, 796 (27.2% vs. 25.6% for the fall 2020 cohort) students placed into developmental reading at any level. Of those students, 556 (69.8% vs. 67.8% for fall 2020) took Critical Academic Reading, with 333 (59.9% vs. 64.6% for fall 2020) successfully completing the course, thus being deemed college level in reading by the end of their first year.

Table 4. Fall 2021 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		1,682	57.6%	457	15.6%	423	14.5%	300	10.3%	9	0.3%
MATH 0003 Math Found. I	Took	7	0.4%	12	2.6%	38	9.0%	105	35.0%	0	0%
	Earned C or better	3	42.9%	8	66.7%	19	50.0%	54	51.4%		
MATH 0055 Math Found. I & II	Took	4	0.2%	6	1.3%	18	4.3%	47	15.7%	3	33.3%
	Earned C or better	2	50.0%	2	33.3%	9	50.0%	17	36.2%	1	33.3%
MATH 0013 Math Found. II	Took	27	1.6%	32	7.0%	272	64.3%	34	11.3%	0	0%
	Earned C or better	23	85.2%	20	62.5%	141	51.8%	20	58.8%		
MATH 0403 Co-req for Quant Reasoning	Took	9	0.5%	71	15.5%	9	2.1%	3	1.0%	0	0%
	Earned C or better	5	55.6%	44	62.0%	8	88.9%	2	66.7%		
MATH 0123 Co-req for PreCalc I	Took	86	5.1%	98	21.4%	38	9.0%	2	0.7%	0	0%
	Earned C or better	51	59.3%	59	60.2%	20	52.6%	1	50.0%		
MATH 1473 Quant Reasoning Co-req	Took	9	0.5%	71	15.5%	9	2.1%	3	1.0%	0	0%
	Earned C or better	5	55.6%	43	60.6%	8	88.9%	2	66.7%		
MATH 1473 Quant Reasoning College-level	Took	213	12.7%	3	0.7%	1	0.2%	0	0%	0	0%
	Earned C or better	148	69.5%	1	33.3%	1	100.0%				
MATH 1513 PreCalc I Co-req	Took	86	5.1%	98	21.4%	38	9.0%	2	0.7%	0	0%
	Earned C or better	53	61.6%	54	55.1%	20	52.6%	1	50.0%		

		Student Placement									
		College Level		1 Level Below College Level		2 Levels Below College Level		3 Levels Below College Level		Placement Unknown	
Total Cohort		1,682	57.6%	457	15.6%	423	14.5%	300	10.3%	9	0.3%
MATH 1513 PreCalc I College-level	Took	353	21.0%	1	0.2%	1	0.2%	0	0%	0	0%
	Earned C or better	241	68.3%	0	0%	0	0%				
MATH 1483 Math Functions	Took	162	9.6%	41	9.0%	12	2.8%	2	0.7%	0	0%
	Earned C or better	109	67.3%	11	26.8%	3	25.0%	1	50.0%		
MATH 1454 Tech. Math	Took	4	0.2%	0	0%	0	0%	0	0%	0	0%
	Earned C or better	1	25.0%								
MATH 2193 Elem. Stats.	Took	61	3.6%	5	1.1%	1	0.2%	0	0%	0	0%
	Earned C or better	51	83.6%	1	20.0%	0	0%				

Of the 2,922 first-time entering, credential-seeking students in the fall of 2021, 1,342 (45.9% vs. 45.9% for the fall 2020 cohort) took either MATH 1454, MATH 1473, MATH 1483, MATH 1513, or MATH 2193 by the end of their first year. Of the 1,611 (55.1% vs. 58.2% for fall 2020) placing in college level math upon entrance, 1,014 (62.9% vs. 64.2% for fall 2020) took one of these college level math courses, with 754 (74.4% vs. 72.8% for fall 2020) passing with a C or better. Of the 447 (15.3% vs. 12.9% for fall 2020) who placed into co-requisite math, 221 (49.4% vs. 43.5% for fall 2020) took college level math, and 114 (51.6% vs. 58.9% for fall 2020) passed with a C or better. Of the 1196 (40.9% vs. 39.2% for fall 2020) who tested into developmental math at any level, 311 (26% vs. 21.4% for fall 2020) took one of these college level math courses, with 164 (52.7% vs. 60.9% for fall 2020) passing with a C or better.

Several changes have been made in the developmental placement and curriculum at TCC in the past years. In Fall 2021 52.6% of first-time entering students placed college level in all three areas. This is up from 40.2% in Fall 2020, 31.2% in Fall 2018 and 32.6% in Fall 2017. Temporary changes in placement schemes due to COVID resulted in a more dramatic increase in percentage of students placing in college level across all three subject areas. For the Fall 2021 cohort, 70.0% placed college-level in reading (vs. 72.9% for fall 2020), 69.3% (vs. 70.3% for fall 2020) in writing, and 55.1% (vs. 58.2% for fall 2020) in math. Additional changes reflect an effort to streamline developmental courses. MATH0055 was revived as a way for students to move more quickly through the developmental pathway. This course combines Math Foundations I and II into a single semester course. The pilot of Critical Reading and Academic Writing (ENGL0953) began in the spring of 2021. This course fused reading strategies into the curriculum. Three face to face sections were offered at three campuses plus one online live synchronous section. The effort of this course is to streamline developmental reading and writing for the co-requisite students who score at the top of the reading placement chart. Of the 20 students in ENGL0953 with an Accuplacer NG Reading score between 250 and 262, 15 (75.0%) were successful, compared to the overall success rate of 72.7% for the course as a whole.

The Developmental Education Committee examines data provided by the Office of Institutional Research regularly. A member of the Institutional Research team, faculty and academic

administrators from the Math and English disciplines, as well as representatives from student services and operations who are impacted by changes made in placement and developmental curriculum serve on the Developmental Education Committee. They examine the data, best practices, and recommendations from their stakeholders, and then make policy and procedure recommendations to the Academic Affairs Council. Faculty have continued to examine policies and procedures based on these data and make recommendations to the appropriate departments and councils for approvals.

Section II –General Education Assessment

Administering Assessment

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

Because our certificate programs and many of our AAS programs do not require the entire General Education series of coursework, at TCC we distinguish between General Education and Institutional Learning Outcomes (ILOs). The (ILOs) are the umbrella under which all degree/certificate, program, and course-level outcomes are housed and express a shared, college-wide articulation of expected learning for credential recipients. Students acquire knowledge, skills, behaviors, and attitudes through their coursework and in co-curricular activities. Academic program faculty are expected to collect, analyze, and report data for each of the four ILOs through coursework within their program. This data is collected typically by embedded assessments within the curriculum. However, some programs use standardized exams as required by their program accrediting bodies. Student Success and Equity 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, last academic year (2020-2021) there was data collection for Personal Responsibility (ILO #3) and Social Responsibility (ILO #4). For this academic year, the data collection focuses on Communication Skills (ILO #1).

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

1. Communication Skills - Graduates will be able to exchange information or ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.
2. Critical Thinking - Graduates will be able to evaluate existing information in order to form judgements, raise new questions, and/or implement creative and effective solutions.
3. Personal Responsibility - Graduates will be able to implement the skills necessary for physical, financial, mental, and/or emotional well-being.
4. Social Responsibility - Graduates will be able to evaluate one’s ethics and traditions in relation to others in order to respectfully interact with diverse groups.

The timeline for the three-year cycle of data collection (DC), data analysis and evaluation (A&E), and change implementation (IC) for the ILOs is outlined the table below. During academic year 2020-21, we re-evaluated our timeline for assessment of these ILOs. The new timeline is presented below. This allows faculty to view their assessment data soon after submitting it, and therefore complete action plans in a more relevant timeframe.

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

ILO	Fall 22	Spring 23	Fall 23	Spring 24	Fall 24	Spring 25	Fall 25	Spring 26	Fall 26	Spring 27
Communication Skills	Implementation				Collect Data	Action Plan	Implementation			
Critical Thinking	Collect Data	Action Plan	Implementation				Collect Data	Action Plan	Implementation	
Personal & Social Responsibility			Collect Data	Action Plan	Implementation				Collect Data	Action Plan

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

Assessment data were collected for Communication Skills (ILO #1) during the 2021-22 academic year. Direct assessment data were collected by departments within courses as outlined in each program's approved Program Assessment Plan. 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 personal and social responsibility were 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?

In response to the data collected, faculty created action plans. Some examples of planned changes include adding a required tutoring component to some courses, offering or increasing Zoom help sessions for students, applying classroom concepts to local issues, and scaffolding between knowledge and application sections of the curriculum.

Analyses and Findings

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

Direct assessment data were collected during AY 2021-2022 for TCC's Institutional Learning Outcomes #1: Communication Skills. Faculty were free to select a course-embedded assessment measure to assess course-level learning outcomes that support the ILO of Communication Skills. The data for the institution overall and by course discipline can be found in Table 6. The data were submitted at the instructor level, and were shared with departments as well as Deans and

Department Chairs to assist program faculty in making improvements to their instruction, curriculum, and other processes.

In certain situations, multiple course learning outcomes (CLOs) were assessed per course. Therefore, the numbers in the table below reflect the number of assessments given. It is likely that some students were assessed multiple times within a discipline, depending on how many CLOs were assessed in a class, and how many classes in that discipline a student took in Fall 2021 and Spring 2022.

Table 6. Number and Percentage of Successfully Completed Personal and Social Responsibility Assessments by Discipline for Academic Year 2021-2022

Discipline	Number of Personal Responsibility Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Disciplines	29,599	26,148	88.3%
Accounting	388	365	94.1%
American Sign Language	12	7	58.3%
Art	645	531	82.3%
Astronomy	N/A	N/A	N/A
Aviation Sciences Technology	216	208	96.3%
Biology	2387	1898	79.5%
Business Administration	358	315	88.0%
Cardiovascular Technology	115	115	100%
Chemistry	644	528	82.0%
Child Development	497	454	91.3%
Communication	1085	946	87.2%
Computer Information Systems	4663	4374	93.8%
Criminal Justice	408	374	91.7%
Dental Hygiene	1,637	1,598	97.6%
Digital Media	232	191	82.3%
Drafting and Engineering Technology	66	62	93.9%
Economics	746	521	69.8
Electronics Technology	0	0	0
Engineering	251	236	94.1%
English	308	252	81.8%
Fire and Emergency Medical Services	164	164	100%
French	64	57	89.1%
Geography	0	0	0
Geology	198	162	81.8%
Health Information Technology	27	24	88.9%
History	3122	2466	79.0%

Discipline	Number of Personal Responsibility Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Disciplines	29,599	26,148	88.3%
Human Services	115	108	93.9%
Humanities (Liberal Arts)	492	426	86.6%
Information Technology Convergence	0	0	0
Interpreter Education	12	7	58.3%
Japanese	144	135	93.8%
Management	564	519	92.0%
Marketing	44	38	86.4%
Mathematics	133	108	81.2%
Medical Laboratory Technology	71	67	94.4%
Music	52	52	100%
Native American Studies	0	0	0
Nursing	3503	3303	94.3%
Occupational Therapy Assistant	638	604	94.7%
Paralegal	63	58	92.1%
Philosophy	272	247	90.8%
Physical Education	34	29	85.3%
Physical Therapy Assistant	248	248	100.0%
Physics	95	69	72.6%
Political Science	1319	1103	83.6%
Psychology	820	694	84.6%
Quality Technology	31	24	77.4%
Radiography	291	276	94.8%
Religious Studies	41	26	63.4%
Respiratory Care	143	143	100.0%
Sociology	998	869	87.1%
Spanish	253	241	95.3%
Theatre	190	177	93.2%
Veterinary Technology	800	729	91.1%

Additionally, indirect assessment data was collected during the 2021-2022 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. As an institution, across all courses, the average for all four ILOs is above a 4.0 on a 5-point scale. We scored the highest on critical thinking skills and social responsibility. However, it should be noted that for some disciplines, response rates were low. TCC is continually working on ways to improve the response rate on these surveys.

Table 7. Means and Standard Deviations for ILO Development in the Summer 2021, Fall 2021, and Spring 2022 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	18,594	4.04 (1.10)	4.38 (0.95)	4.36 (0.95)	4.11 (1.06)
Accounting	353	3.72 (1.13)	4.51 (0.79)	3.96 (1.05)	4.36 (0.94)
Allied Health	133	3.73 (1.21)	4.13 (1.15)	3.75 (1.23)	4.22 (1.11)
Art	178	4.07 (1.03)	4.34 (0.86)	4.05 (1.02)	4.4 (0.87)
American Sign Language	164	4.55 (0.8)	4.28 (0.9)	4.32 (0.92)	4.45 (0.78)
Astronomy	65	3.78 (0.93)	4.4 (0.79)	3.88 (0.96)	4.25 (0.94)
Aviation Sciences Technology	89	4.28 (0.97)	4.51 (0.83)	4.17 (1.05)	4.43 (0.97)
Biology	2,117	3.98 (1.07)	4.38 (0.93)	4.17 (1.03)	4.46 (0.88)
Biotechnology	7	4.0 (1.53)	4.71 (0.49)	4.14 (1.07)	4.71 (0.49)
Biomedical Electronics	6	4.67 (0.52)	4.67 (0.52)	4.5 (0.55)	4.5 (0.55)
Business	439	4.2 (0.99)	4.28 (0.97)	4.21 (1.03)	4.35 (0.92)
Chemistry	454	3.67 (1.19)	4.3 (1.08)	3.85 (1.14)	4.27 (1.1)
Child Development	292	4.44 (0.83)	4.56 (0.78)	4.54 (0.81)	4.64 (0.68)
College Experience	108	4.19 (0.99)	4.25 (0.87)	4.21 (1.07)	4.38 (0.9)
Communication	607	4.48 (0.94)	4.19 (1.08)	4.11 (1.08)	4.18 (1.04)
Criminal Justice	75	4.1 (1.11)	4.56 (0.88)	4.41 (0.97)	4.4 (0.94)
Computer Science	435	3.62 (1.12)	4.17 (0.98)	3.59 (1.05)	4.11 (0.98)
Computer Information Systems	149	3.46 (1.26)	4.21 (1.07)	3.39 (1.16)	3.9 (1.14)
Cardiovascular Technology	63	4.53 (0.82)	4.7 (0.74)	4.79 (0.58)	4.85 (0.51)
Digital Media	250	3.86 (1.05)	4.27 (0.92)	3.86 (1.05)	4.26 (0.91)
Dental Hygiene	191	4.43 (0.9)	4.59 (0.76)	4.52 (0.81)	4.59 (0.8)
Diagnostic Medical Sonography	125	4.13 (1.11)	4.56 (0.85)	4.19 (1.03)	4.41 (1.01)
Drafting	22	3.73 (1.03)	4.45 (0.91)	3.5 (0.96)	4.36 (0.9)
Economics	397	3.86 (1.08)	4.42 (0.86)	4.19 (0.99)	4.43 (0.86)
Electronics Technology	19	4.47 (0.77)	4.74 (0.45)	3.95 (0.91)	4.37 (0.76)
Emergency Medical Services Professional	65	4.42 (1.02)	4.61 (0.79)	4.5 (0.89)	4.58 (0.89)
English	2,135	4.19 (1.09)	4.37 (1.01)	4.06 (1.09)	4.32 (1.01)
Engineering	154	3.83 (1.09)	4.23 (0.99)	3.86 (1.11)	4.21 (1.05)
Engineering Technology	74	4.16 (0.91)	4.41 (0.83)	3.99 (1.0)	4.51 (0.76)
English as a Second Language	16	4.81 (0.4)	4.75 (0.45)	4.56 (0.73)	4.31 (0.87)
Fire and Emergency Medical Services	28	4.18 (1.16)	4.64 (0.49)	4.54 (0.69)	4.57 (0.57)
French	68	4.68 (0.7)	4.5 (0.8)	4.09 (0.96)	4.44 (0.84)
Geography	122	3.82 (1.07)	4.33 (0.84)	4.16 (0.98)	4.33 (0.8)
Geology	27	4.19 (1.06)	4.42 (1.03)	4.0 (1.17)	4.12 (1.21)
Geographic Information Systems	18	4.22 (0.65)	4.44 (0.78)	3.83 (0.86)	4.28 (0.89)
Health, Human Performance & Physical Education	48	4.37 (0.93)	4.62 (0.57)	4.57 (0.68)	4.74 (0.57)
History	937	3.74 (1.16)	4.21 (1.02)	4.0 (1.11)	4.19 (1.06)
Health Information Technology	122	3.96 (0.93)	4.48 (0.76)	4.07 (0.99)	4.46 (0.79)
Human Resources	63	4.25 (1.06)	4.41 (0.99)	4.21 (1.05)	4.32 (1.01)

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	18,594	4.04 (1.10)	4.38 (0.95)	4.36 (0.95)	4.11 (1.06)
Human Services	113	4.41 (0.92)	4.58 (0.78)	4.64 (0.77)	4.62 (0.71)
Humanities	433	4.13 (1.03)	4.43 (0.94)	4.13 (1.03)	4.26 (0.99)
Interpreter Education	16	4.69 (0.79)	4.81 (0.54)	4.75 (0.58)	4.62 (0.72)
Interior Design	11	4.27 (1.62)	4.27 (1.62)	4.27 (1.62)	4.64 (1.21)
Japanese	32	4.71 (0.59)	4.61 (0.72)	4.26 (0.89)	4.57 (0.82)
Mathematics	2,105	3.67 (1.16)	4.37 (0.98)	3.78 (1.13)	4.31 (0.99)
Mass Communication	38	4.08 (1.19)	4.0 (1.16)	4.08 (1.12)	4.16 (0.97)
Medical Laboratory Technology	92	4.27 (0.93)	4.67 (0.68)	4.44 (0.9)	4.56 (0.78)
Management	95	3.97 (1.24)	4.2 (1.19)	3.9 (1.35)	4.13 (1.29)
Marketing	66	4.27 (1.06)	4.36 (1.0)	4.2 (1.04)	4.21 (1.0)
Music	137	4.11 (1.09)	4.29 (1.0)	3.93 (1.15)	4.27 (1.05)
Native American Studies	33	4.42 (0.71)	4.64 (0.6)	4.67 (0.74)	4.61 (0.7)
Nursing	819	4.47 (0.86)	4.61 (0.81)	4.49 (0.87)	4.59 (0.8)
Occupational Therapy Assistant	85	4.13 (1.07)	4.54 (0.72)	4.37 (0.83)	4.46 (0.88)
Physical Education	5	3.2 (1.1)	3.4 (1.14)	3.4 (0.89)	4.4 (0.55)
Philosophy	135	4.16 (0.94)	4.51 (0.88)	4.22 (1.0)	4.37 (0.91)
Pharmacology Technology	6	5.0 (0.0)	5.0 (0.0)	5.0 (0.0)	5.0 (0.0)
Physical Science	101	3.79 (1.16)	4.24 (1.03)	3.94 (1.05)	4.29 (0.97)
Physical Therapist Assistant	120	4.58 (0.67)	4.83 (0.4)	4.61 (0.64)	4.76 (0.48)
Physics	285	3.67 (1.11)	4.33 (1.03)	3.69 (1.15)	4.11 (1.03)
Paralegal	19	3.79 (1.27)	4.37 (0.96)	4.0 (1.08)	4.42 (1.02)
Political Science	852	3.84 (1.13)	4.24 (1.04)	4.16 (1.03)	4.22 (1.0)
Psychology	1,067	4.15 (1.03)	4.4 (0.91)	4.28 (0.98)	4.43 (0.9)
Quality Technology	4	4.25 (0.96)	4.5 (0.58)	4.0 (0.82)	4.5 (0.58)
Radiography	103	4.46 (0.98)	4.72 (0.68)	4.5 (0.86)	4.72 (0.69)
Reading	235	4.33 (1.0)	4.51 (0.89)	4.3 (0.97)	4.42 (0.96)
Religious Studies	23	4.3 (0.97)	4.39 (1.03)	4.13 (1.01)	4.17 (1.03)
Respiratory Care	118	4.55 (0.94)	4.73 (0.7)	4.59 (0.87)	4.7 (0.72)
Russian	2	5.0 (0.0)	5.0 (0.0)	5.0 (0.0)	5.0 (0.0)
Sociology	351	4.11 (1.01)	4.47 (0.87)	4.44 (0.85)	4.44 (0.85)
Spanish	193	4.62 (0.9)	4.45 (0.95)	4.17 (1.07)	4.38 (0.99)
Theatre	149	4.44 (0.83)	4.42 (0.72)	4.34 (0.82)	4.54 (0.68)
Veterinary Technology	136	4.18 (1.03)	4.44 (0.86)	4.4 (0.88)	4.52 (0.81)

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 office conducts annual data analysis that examines progress of our first-time entering, credential seeking cohorts. This analysis includes calculating 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). Fall-to-fall retention rate was 57.2% for the Fall 2021 first-time, full-time cohort, which is up from previous cohort (56.2% for Fall 2020). First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) increased to 21.5% for the Fall 2021 first-time entering cohort when compared to the previous year (13.9% for Fall 2020 and 26.7% for Fall 2019, 33.1% for Fall 2018, and 20.4% for Fall 2017). For the Fall 2021 first-time, full-time cohort, 29.2% completed at least 24 college credits within their first year. This is compared to 36.9% for Fall 2020, 35.0% for Fall 2019 and 36.4% for Fall 2018. The three-year graduation rate for first-time, full-time students for the Fall 2019 cohorts was 24.4%, slightly down from 25.7% for the Fall 2018 cohort, with 23.2% for the Fall 2017 cohort and 19.3% for Fall 2016 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 by our departments and our Diversity, Equity, and Inclusion areas to design other programs and initiatives across the institution.

In addition, the IR office conducts multiple annual analyses for different programs or initiatives across the institution. TCC annually updates the Tulsa Achieves report 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 consistently outperformer their non-concurrent student peers. Finally, we also track students who take our College Success course versus those who do not. Consistently, students who succeed in the course perform significantly better than those who do not take the course and those who do not successfully complete the course. Data from these different reports, and many others, can be found on TCC's IR website (tulsacc.edu/ir).

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

As outlined above, direct assessment data was collected for our ILO #1: Communication Skills. Faculty created action plans based on these data.

Changes made to overall program curriculum (course suppression, deletion, or addition) have been proposed throughout the year based on program review, assessment, as well as other work being done within the departments. These changes can be seen in Appendix D.

Section III – Program Outcomes

Administering Assessment

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

During the 2021-2022 academic year, faculty reported on learning outcomes for ILO #1: Communication Skills. Of the programs that submitted data, the average success rate was 87.3%

Table 8. Program Learning Outcomes results for Institutional Learning Outcomes #1: Communication Skills.

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	60,472	52,765	87.3%
AA American Sign Language: ASL Studies	12	7	58.3%
AA American Sign Language: Deaf Education	12	7	58.3%
AA American Sign Language: Interpreter Education	12	7	58.3%
AA American Sign Language: Services to the Deaf	55	49	89.1%
AA Art	645	531	82.3%
AA Communication Arts & Technologies: Communication Option	1085	946	87.2%
AA Criminal Justice	408	374	91.7%
AA English	308	252	81.8%
AA History	3122	2466	79.0%
AA Liberal Arts	805	699	86.8%
AA Music	52	52	100%
AA Paralegal Studies	178	154	86.5%
AA Political Science	1319	1103	83.6%
AA Psychology	820	694	84.6%
AA Sociology	998	869	87.1%
AA Theatre	190	177	93.2%
AA World Languages: French	64	57	89.1%
AA World Languages: Japanese	144	135	93.8%
AA World Languages: Spanish	253	241	95.3%
AAS Accounting Associate: Accounting Specialist	388	365	94.1%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	60,472	52,765	87.3%
AAS Air Traffic Control	0	0	0
AAS Aviation Sciences Technology: Professional Pilot	216	208	96.3%
AAS Business: Management	564	519	92.0%
AAS Business: Marketing	44	38	86.4%
AAS Cardiovascular Technology	115	115	100%
AAS Child Development: Early Childhood	497	454	91.3%
AAS Dental Hygiene	1,637	1,598	97.6%
AAS Digital Media	232	191	82.3%
AAS Electronics Technology: Electronics Technologist	23	22	95.7%
AAS Engineering Technology: Manufacturing Engineering Technology	63	52	82.5%
AAS Engineering Technology: Drafting & Design Technology	56	52	92.9%
AAS Fire and Emergency Medical Services Technology	164	164	100%
AAS Health Information Technology	27	24	88.9%
AAS Healthcare Specialist/Paramedic	14	14	100%
AAS Human Services	115	108	93.9%
AAS Information Technology: Application Development	1223	1102	90.1%
AAS Medical Laboratory Technician	71	67	94.4%
AAS Nursing: Career Mobility Track	3503	3303	94.3%
AAS Nursing: Traditional Track	10713	9502	88.7%
AAS Occupational Therapy Assistant	638	604	94.7%
AAS Paralegal	63	59	92.1%
AAS Physical Therapist Assistant	248	248	100.0%
AAS Radiography	291	276	94.8%
AAS Respiratory Care	143	143	100.0%
AAS Veterinary Technology	800	729	91.1%
AS Biology	2387	1898	79.5%
AS Business Administration	5678	5116	90.1%
AS Chemistry	644	528	82.0%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	60,472	52,765	87.3%
AS Child Development: Non-Teacher Certification Transfer	476	414	87.0%
AS Child Development: Teacher Certification Transfer	303	287	94.8%
AS Engineering	0	0	0
AS Engineering: Computer Engineering	122	117	95.9%
AS Engineering: Electrical Engineering	122	117	95.9%
AS Engineering: Electrical Engineering Technology	507	419	82.6%
AS Engineering: Mechanical Engineering	251	236	94.1%
AS Environmental Science and Natural Resources	115	8096	70.4%
AS Health and Human Performance and Physical Education	923	881	85.4%
AS Human Services: Child and Family Services	247	210	85.0%
AS Human Services: PreSocial Work	92	86	93.5%
AS Marketing	44	38	86.4%
AS Mathematics	133	108	81.2%
AS Nutritional Sciences	1073	931	86.8%
AS Physics	95	69	72.6%
AS Pre-Nursing	1961	1569	80.0%
AS Pre-Professional Health Sciences: Pre-Veterinary Medicine	881	662	75.1%
AS Pre-Professional Health Sciences: Pre-Dentistry/Medicine/Optomety	1381	1058	76.6%
AS Pre-Professional health Sciences: Pre-Medical Imaging	1184	840	73.8%
AS Pre-Professional Health Sciences: Pre-Occupational Therapy	1184	840	73.8%
AS Pre-Professional Health Sciences: Pre-Physical Therapy	1184	840	73.8%
AS Computer Information Systems	4663	4374	93.8%
CER Accounting Specialist	309	302	97.7%
CER Accounting: Income Tax and Software Specialist	0	0	0
CER Advanced Emergency Medical Technician	0	0	0
CER Aircraft Dispatch	0	0	0
CER Child Development: Certificate of Mastery	473	433	91.5%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	60,472	52,765	87.3%
CER Digital Media	127	105	82.7%
CER Drafting & Design Engineering Technology	66	62	93.9%
CER Early Childhood Certificate of Mastery	459	420	91.5%
CER Electronics Technology: Electronics Technician	0	0	0
CER Fire and Emergency Medical Services Advanced Firefighter	164	164	100%
CER Geographic Information Systems	46	46	100%
CER Health Information Technology: Coding and Reimbursement Specialist	227	166	73.1%
CER Manufacturing Production Technician	38	32	84.2%
CER Medical Laboratory Technician: Phlebotomy	71	67	94.4%
CER Quality Technology	81	63	77.8%
CER World Languages: French	64	57	89.1%
CER World Languages: Spanish	253	241	95.3%
CER World Languages: Spanish Interpreting	75	72	96.0%
CER World Languages: Spanish Translating	39	39	100%

Additionally, many of our programs annually report the pass rates of their students on third-party licensure and certification exams. These data are included in Table 9. TCC's overall licensure pass rate was down slightly for the 2021-22 academic year (77.9%) compared to the previous academic year (84.1%).

Table 9. Third-Party Exam Results for TCC Students during the 2021-22 Academic Year.

Program	School	Pass	Total	% Pass Rate
Aviation	Science & Aeronautics	104	109	95.4%
Cardiovascular Technology	Health Sciences	6	12	50.0%
Child Development	Liberal Arts & Public Service			Not available
Dental Hygiene - Written (national)	Health Sciences	14	14	100.0%
Dental Hygiene - WREB/CDCA (clinical)	Health Sciences	15	15	100.0%
Dental Hygiene - State (Oklahoma Jurisprudence)	Health Sciences	14	14	100.0%
Diagnostic Medical Sonography	Health Sciences	18	20	90.0%
Digital Media - Adobe	Visual & Performing Arts	151	252	59.9%
Emergency Medical Technician	Health Sciences	51	78	65.4%
Health Information Technology	Health Sciences	3	4	75.0%
Medical Laboratory Technology	Health Sciences	16	16	100.0%
Nursing	Health Sciences	175	211	82.9%
Occupational Therapy Assistant	Health Sciences	14	14	100.0%

Program	School	Pass	Total	% Pass Rate
Paralegal	Business & Information Technology			Not available
Paramedic- National Registry	Health Sciences	12	14	85.7%
Physical Therapist Assistant	Health Sciences	19	20	95.0%
Radiography Technology	Health Sciences	18	21	85.7%
Respiratory Therapy	Health Sciences	16	17	94.1%
Veterinary Technology	Health Sciences	16	19	84.2%
TCC Overall Pass Rate		662	850	77.9%

During the 2021-22 academic year, a total of 2,869 degrees and certificates were awarded, up slightly from 2,823 in 2020-21. These awards are broken down by program in Table 10 below.

Table 10. Graduates by Major for 2021-22.

School	Program Code	Program Description	Summer 2021	Fall 2021	Spring 2022	Total
Total			563	969	1,337	2,869
School of Business & Info Tech	AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec	1		6	7
School of Business & Info Tech	AAS_ACC_ACSS	AAS Acct Assoc: Software Spec		1	2	3
School of Business & Info Tech	AAS_BUS_BHRE	AAS Business: Human Resources	3	4	2	9
School of Business & Info Tech	AAS_BUS_BMGT	AAS Business: Management	3	3	6	12
School of Business & Info Tech	AAS_BUS_BMKT	AAS Business: Marketing			3	3
School of Business & Info Tech	AAS_CIS_CSCN	AAS IT: Networking/Cloud Comp	1			1
School of Business & Info Tech	AAS_CIS_CSIT	AAS IT: Information Technology	2	6	3	11
School of Business & Info Tech	AAS_CIS_CSPR	AAS IT: Programming	1	2	1	4
School of Business & Info Tech	AAS_CIS_CSSS	AAS IT: Systems Support Tech			3	3
School of Business & Info Tech	AAS_CIS_CSWD	AAS IT: Web Development			2	2
School of Business & Info Tech	AAS_PLG_PLEG	AAS Paralegal	1			1
School of Business & Info Tech	AS_BUS_BADM	AS Business Administration	59	125	167	351
School of Business & Info Tech	AS_CIS_CISA	AS Computer Info Systems	10	24	37	71
School of Business & Info Tech	AS_ENT_EDST	AS Enterprise Development	56	93	111	260
School of Business & Info Tech	AS_INB_INBU	AS International Business	3	2	5	10
School of Business & Info Tech	AS_MKT_MKTS	AS Marketing	5	7	12	24
School of Business & Info Tech	CER_ACC_ACIT	CER Acct: Inc Tax & Softw Spec	3	1	4	8
School of Business & Info Tech	CER_ACC_ACPA	CER Acct: Payroll Admin Spec	2	3	4	9
School of Business & Info Tech	CER_ACC_ACSA	CER Acct: Acct Software Spec		1	1	2
School of Business & Info Tech	CER_ACC_ACSP	CER Acct: Acct Specialist	1	1	6	8
School of Business & Info Tech	CER_BUS_BDMC	CER Business		1	5	6
School of Business & Info Tech	CER_CIS_BCUC	CER Business Computer User	7	1		8
School of Business & Info Tech	CER_CIS_CSBS	CER IT: Business Appl Spec			3	3
School of Business & Info Tech	CER_CIS_CSPC	CER IT: Programming	1			1
School of Business & Info Tech	CER_CIS_CSSC	CER IT: Systems Support Tech			2	2
School of Business & Info Tech	CER_CIS_CWDC	CER IT: Web Development			3	3
School of Business & Info Tech	CER_HR_HRCE	CER Human Resources	1			1
School of Business & Info Tech	CER_HT_HTLS	CER Hort Tech: Landscape Spec		5	2	7
School of Comm & World Lang	AA_AS_LASLD	AA ASL: Services to the Deaf			1	1
School of Comm & World Lang	AA_AS_LASLE	AA ASL: Deaf Education		1	2	3

School	Program Code	Program Description	Summer 2021	Fall 2021	Spring 2022	Total
Total			563	969	1,337	2,869
School of Comm & World Lang	AA_ASL_ASLI	AA ASL: Interpreter Education			3	3
School of Comm & World Lang	AA_ASL_ASLS	AA ASL: ASL Studies		1		1
School of Comm & World Lang	AA_COM_COMM	AA Comm Arts: Communication			3	3
School of Comm & World Lang	AA_ENG_ENGL	AA English	2	8	6	16
School of Comm & World Lang	AA_LAN_FREN	AA World Languages: French			1	1
School of Comm & World Lang	AA_LAN_JAPN	AA World Languages: Japanese		2	2	4
School of Comm & World Lang	AA_LAN_SPAN	AA World Languages: Spanish	3	4	4	11
School of Comm & World Lang	CER_ASL_INTC	Cer Interpreter Education			3	3
School of Comm & World Lang	CER_LAN_SPNC	CER World Languages: Spanish	1	3		4
School of Comm & World Lang	CER_LAN_SPNI	CER World Languages: Span Int	2	6	7	15
School of Comm & World Lang	CER_LAN_SPNT	CER World Languages: Span Tran		4		4
School of Health Sciences	AAS_CVS_CVTC	AAS Cardiovascular Technology			10	10
School of Health Sciences	AAS_DHG_DHYG	AAS Dental Hygiene	14		14	28
School of Health Sciences	AAS_DMS_DMSA	AAS Diagnostic Med Sonography	1		10	11
School of Health Sciences	AAS_FEM_FEMS	AAS Fire/Emerg Med Svcs Tech	5	3	14	22
School of Health Sciences	AAS_HIT_HIMR	AAS Health Information Tech	11			11
School of Health Sciences	AAS_HSP_PARA	AAS Healthcare Spec/Paramedic		1	2	3
School of Health Sciences	AAS_MLT_MLTC	AAS Medical Laboratory Tech	15			15
School of Health Sciences	AAS_NUR_NURS	AAS Nursing		91	75	166
School of Health Sciences	AAS_OTA_OCTA	AAS Occupational Therapy Asst			16	16
School of Health Sciences	AAS_PTA_PTHA	AAS Physical Therapist Assist	28			28
School of Health Sciences	AAS_RAD_RADT	AAS Radiography	1		23	24
School of Health Sciences	AAS_RSP_RESP	AAS Respiratory Care	1		19	20
School of Health Sciences	AAS_VET_VETT	AAS Veterinary Technology	1		22	23
School of Health Sciences	CER_FEM_FEMC	CER Fire/Emergency Medic Svcs		2	2	4
School of Health Sciences	CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	11			11
School of Health Sciences	CER_HSP_PARC	CER Healthcare Spec/Paramedic		1		1
School of Health Sciences	CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	6	6	10	22
School of Health Sciences	CER_PHT_PHTC	CER Pharmacy Technology	2	9	2	13
School of Liberal Arts	AA_EDU_EDUC	AA Pre-Education: Elementary	11	3	10	24
School of Liberal Arts	AA_LAR_LART	AA Liberal Arts	93	126	171	390
School of Liberal Arts	AA_PLG_PALG	AA Paralegal Studies	4			4
School of Liberal Arts	AA_SOC_CRJT	AA Social Science: Cr Justice	9	27	16	52
School of Liberal Arts	AA_SOC_HIST	AA Social Science: History	3	16	9	28
School of Liberal Arts	AA_SOC_POSC	AA Social Science: Pol Sci		3	3	6
School of Liberal Arts	AA_SOC_PSYC	AA Social Science: Psychology	32	59	76	167
School of Liberal Arts	AA_SOC_SOCI	AA Social Science: Sociology		2	8	10
School of Liberal Arts	AAS_CHD_CDED	AAS Child Dev: Early Childhood	5	12	9	26
School of Liberal Arts	AS_CHD_CDCF	AS Child Dev: Non-Teach Cert T	1	2	5	8
School of Liberal Arts	AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	4	2	7	13
School of Liberal Arts	AS_CHD_ECEO	AS Child Dev: Teach Cert Trnsf	6	6	10	22
School of Liberal Arts	AS_HSV_HSSW	AS Human Serv: PreSocial Work	3	8	10	21
School of Liberal Arts	CER_CHD_CDCM	CER Child Dev: Cert of Mastery	13	33	26	72
School of Liberal Arts	CER_PLG_PALS	CER: Paralegal Studies	1	2		3
School of Mathematics & Engineering	AAS_ELE_ELBM	AAS ELET: Biomed Equipment			2	2

School	Program Code	Program Description	Summer 2021	Fall 2021	Spring 2022	Total
Total			563	969	1,337	2,869
School of Mathematics & Engineering	AAS_ELE_ELET	AAS ELET: Elect Technologist			4	4
School of Mathematics & Engineering	AAS_ENG_DRAF	AAS Engr Tech: Draft & Design	1	4	5	10
School of Mathematics & Engineering	AAS_ENG_MANU	AAS Engr Tech: Manufacturing		1	2	3
School of Mathematics & Engineering	AS_EGR_ENCP	AS Computer Engineering	1	1	3	5
School of Mathematics & Engineering	AS_EGR_ENEE	AS Electrical Engineering	2	6	6	14
School of Mathematics & Engineering	AS_EGR_ENMC	AS Engineering: Mech Engr	13	22	32	67
School of Mathematics & Engineering	AS_MTH_MATH	AS Mathematics	3	9	13	25
School of Mathematics & Engineering	CER_DRF_DRCA	CER Draft & Design Eng Tech		3	3	6
School of Mathematics & Engineering	CER_ELE_ELBC	CER Electronics Tech: Biomed		1	2	3
School of Mathematics & Engineering	CER_ELE_ELEC	CER Electronics Technician		2	3	5
School of Mathematics & Engineering	CER_ELE_ELIM	CER ELET: Industrial Maint Tec			1	1
School of Mathematics & Engineering	CER_GIS_GIS	CER Geographic Info Systems			4	4
School of Mathematics & Engineering	CER_QCT_QCTC	CER Quality Inspection Tech II		1		1
School of Science & Aeronautics	AAS_AVS_AIRT	AAS Aviation Sciences: ATC	1	8	2	11
School of Science & Aeronautics	AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot		2	1	3
School of Science & Aeronautics	AAS_EMT_EMMDT	AAS Emergency Medical Tech	1			1
School of Science & Aeronautics	AS_BIO_BIOT	AS Biotechnology		1	2	3
School of Science & Aeronautics	AS_ENV_ENVS	AS Environ Sci/Nat Resources	4	3	3	10
School of Science & Aeronautics	AS_HHP_HHPH	AS Health/Human Perf/Phys Ed	8	2	7	17
School of Science & Aeronautics	AS_HSC_PRNU	AS: Pre-Nursing	27	91	87	205
School of Science & Aeronautics	AS_NSC_NTSC	AS Nutritional Sciences	5	3	8	16
School of Science & Aeronautics	AS_PPH_PPHM	AS Pre_Pharmacy	1	4	5	10
School of Science & Aeronautics	AS_PRE_PDMD	AS Pre-Hlth Sci: Dent/Med/Opt	6	15	20	41
School of Science & Aeronautics	AS_PRE_PMIM	AS Pre-Health Sci: Med Imaging	2	7	3	12
School of Science & Aeronautics	AS_PRE_POCT	AS Pre-Health Sci: Occ Therapy	1	2	2	5
School of Science & Aeronautics	AS_PRE_PPHT	AS Pre-Hlth: Physical Therapy	2	4	6	12
School of Science & Aeronautics	AS_PRE_PPVM	AS Pre-Health Sci: Pre-Vet Med	6	3	5	14
School of Science & Aeronautics	AS_SCI_BIOL	AS Biology	11	21	33	65
School of Science & Aeronautics	AS_SCI_CHEM	AS Chemistry	2	5	2	9
School of Science & Aeronautics	AS_SCI_GEOL	AS Geology			1	1
School of Science & Aeronautics	AS_SCI_PHYS	AS Physics	3	8	8	19
School of Science & Aeronautics	CER_AIR_AIRD	CER Aircraft Dispatch			4	4
School of Science & Aeronautics	CER_MPT_MPRO	CER Manufacturing Prod Tech I	1		1	2
School of Science & Aeronautics	CER_MPT_MPTC	CER Manufacturing Prod Tech II	1		1	2
School of Visual & Perf Arts	AA_ART_ART	AA Art	1	3	7	11
School of Visual & Perf Arts	AA_COM_JEBR	AA Comm: Electronic/Broadcast		1	5	6
School of Visual & Perf Arts	AA_COM_JSCO	AA Comm: Strategic Comm	2	3	3	8
School of Visual & Perf Arts	AA_MUS_MUSC	AA Music		1	10	11
School of Visual & Perf Arts	AA_THE_THEA	AA: Theatre		5	8	13
School of Visual & Perf Arts	AAS_DGM_DGMD	AAS Digital Media	4	2	10	16

School	Program Code	Program Description	Summer 2021	Fall 2021	Spring 2022	Total
Total			563	969	1,337	2,869
School of Visual & Perf Arts	AAS_IND_INTD	AAS Interior Design	5	2	11	18
School of Visual & Perf Arts	CER_DGM_DGMC	CER Digital Media			1	1

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

Analyses and Findings

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

Overall, departments and schools were pleased with the results of program assessment. The vast majority of degree programs reported at least 70 percent of students meeting designated success criteria. The average success rate of programs was 87.3%.

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

As discussed in Section II, direct assessment data was collected for our ILO #1: Communication Skills. Faculty also created action plans in response to the assessment data. Action items varied based on program but the following emerged as themes and examples from faculty action plans:

- Requiring tutoring or lab work with tutors
- Increasing available tutoring or lab hours to include Saturday and additional weekday evenings
- Curriculum changes – new, streamlined programs that address student and workforce needs
- Implementing technology more fully in a program
- Developing shared rubrics for key assignments within a department
- Faculty collaboration to create one shared assignment for certain courses
- Increasing interactive tools and activities in online classes
- Bringing in experts to speak on key topics (integrating reading skills into other courses)
- Revising course learning outcomes to better reflect program and institutional-level learning outcomes
- Building a repository of assignments to serve as “best practices” for assessing certain learning outcomes
- Greater support to adjunct faculty – assignment examples, rubrics, documenting and sharing best practices or general tips that have recently worked, etc.
- Decreasing modality offerings that students are less successful in (online live), while increasing offerings they are more successful in (blended)

- Applying tougher theoretical concepts in class to local issues to increase comprehension
- Offering or increasing zoom help sessions
- Scaffolding between knowledge and application sections
- Redesigning of final lab to better align with learning outcomes

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

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

Alumni and Exit Surveys. Alumni surveys for the 2020-21 graduates and exit surveys for those who applied for graduation during the 2021-22 academic year were also administered. Alumni surveys were administered online with the incentive that, if they completed the survey, they would be entered into a drawing for four \$50 Amazon gift cards provided by the TCC Foundation. These surveys were sent out to all 2020-21 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.

Community College Survey of Student Engagement. The Community College Survey of Student Engagement (CCSSE) was administered electronically in the Spring 2022 semester to all enrolled students. We typically administer this survey in the spring semester of odd numbered years. Unlike previous years when the survey is administered to randomly selected in-person courses, this time, all students enrolled received an email inviting them to participate in the survey.

Other Surveys. In addition to these large-scale, annual surveys, Institutional Research and the Office of Assessment administered and evaluated other surveys throughout the year. Some of these include TRiO mid-year and end-of-year surveys. Summaries of the results of these surveys are included below.

Analyses and Findings

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. For the 2021-22 academic year, 18,594 surveys were completed. The means and

standard deviations for these survey questions are found in Table 11 below. The data is combined for the institution as a whole, and then separated by discipline. Overall, students rated courses and instructors highly; most averages are above a 4.00 on a five-point scale.

Table 11. End-of-term Course Feedback Survey Course/Instructor Evaluation Results for AY 2021-22.

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	18,594	4.20 (1.04)	4.44 (1.06)	4.43(1.12)
Accounting	353	4.55 (0.76)	4.42 (1.05)	4.53 (0.99)
Allied Health	133	4.29 (0.98)	4.2 (1.28)	4.39 (1.13)
Art	178	4.01 (1.19)	4.43 (1.03)	4.47 (1.01)
American Sign Language	164	4.44 (0.72)	4.31 (1.15)	4.42 (1.07)
Astronomy	65	4.12 (0.82)	4.69 (0.68)	4.69 (0.75)
Aviation Sciences Technology	89	4.15 (1.01)	4.78 (0.6)	4.7 (0.92)
Biology	2,117	4.34 (0.93)	4.56 (0.96)	4.52 (1.06)
Biotechnology	7	4.57 (0.53)	5.0 (0.0)	5.0 (0.0)
Biomedical Electronics	6	4.33 (0.52)	3.67 (1.21)	4.33 (0.82)
Business	439	4.09 (1.01)	4.45 (1.01)	4.42 (1.05)
Chemistry	454	4.56 (0.85)	4.21 (1.32)	4.1 (1.41)
Child Development	292	4.25 (1.01)	4.71 (0.66)	4.66 (0.75)
College Experience	108	3.07 (1.26)	4.54 (0.87)	4.64 (0.83)
Communication	607	3.71 (1.24)	4.33 (1.22)	4.39 (1.19)
Criminal Justice	75	4.05 (1.18)	4.33 (1.2)	4.52 (1.13)
Computer Science	435	3.84 (1.18)	4.32 (1.09)	4.39 (1.06)
Computer Information Systems	149	4.16 (1.16)	4.14 (1.31)	4.13 (1.34)
Cardiovascular Technology	63	4.45 (0.78)	4.29 (1.26)	4.45 (1.14)
Digital Media	250	4.02 (1.05)	4.47 (0.99)	4.45 (1.03)
Dental Hygiene	191	4.54 (0.74)	4.77 (0.69)	4.59 (1.03)
Diagnostic Medical Sonography	125	4.52 (0.67)	4.44 (1.01)	4.15 (1.13)
Drafting	22	4.05 (1.05)	4.23 (1.31)	4.36 (1.18)
Economics	397	4.23 (0.92)	4.48 (0.95)	4.56 (0.94)
Electronics Technology	19	4.53 (0.7)	4.79 (0.63)	4.79 (0.63)
Emergency Medical Services Professional	65	4.64 (0.8)	4.12 (1.45)	4.33 (1.26)
English	2,135	4.2 (1.02)	4.35 (1.18)	4.3 (1.26)
Engineering	154	3.86 (1.17)	4.37 (1.05)	4.48 (0.99)
Engineering Technology	74	4.1 (0.95)	4.82 (0.48)	4.86 (0.56)
English as a Second Language	16	4.38 (1.02)	4.88 (0.34)	5.0 (0.0)
Fire and Emergency Medical Services	28	4.14 (1.21)	4.79 (0.57)	4.71 (0.71)
French	68	4.57 (0.74)	4.88 (0.37)	4.82 (0.54)

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	18,594	4.20 (1.04)	4.44 (1.06)	4.43(1.12)
Geography	122	3.94 (1.18)	4.38 (1.07)	4.41 (1.07)
Geology	27	4.35 (0.75)	4.38 (1.33)	4.35 (1.38)
Geographic Information Systems	18	4.56 (0.7)	4.28 (1.13)	4.35 (1.11)
Health, Human Performance & Physical Education	48	4.06 (1.19)	4.64 (0.79)	4.67 (0.84)
History	937	3.93 (1.12)	4.36 (1.07)	4.33 (1.2)
Health Information Technology	122	4.57 (0.73)	4.34 (1.06)	4.58 (0.83)
Human Resources	63	4.25 (0.93)	4.26 (1.25)	4.21 (1.25)
Human Services	113	4.29 (0.92)	4.49 (1.08)	4.59 (1.01)
Humanities	433	3.99 (1.11)	4.52 (0.96)	4.47 (1.07)
Interpreter Education	16	4.69 (0.79)	4.75 (0.58)	4.88 (0.34)
Interior Design	11	3.73 (1.56)	4.27 (1.62)	4.27 (1.62)
Japanese	32	4.35 (0.8)	4.74 (0.58)	4.77 (0.67)
Mathematics	2,105	4.35 (0.96)	4.47 (1.06)	4.43 (1.13)
Mass Communication	38	3.63 (1.22)	4.13 (1.21)	4.0 (1.38)
Medical Laboratory Technology	92	4.4 (0.93)	4.75 (0.72)	4.69 (0.8)
Management	95	4.23 (1.1)	4.39 (1.08)	4.0 (1.38)
Marketing	66	3.91 (1.13)	4.74 (0.79)	4.74 (0.83)
Music	137	4.12 (1.17)	4.29 (1.2)	4.4 (1.14)
Native American Studies	33	4.36 (0.82)	4.79 (0.55)	4.67 (0.85)
Nursing	819	4.57 (0.82)	4.63 (0.89)	4.58 (0.99)
Occupational Therapy Assistant	85	4.23 (1.03)	4.27 (1.11)	4.21 (1.04)
Physical Education	5	3.2 (1.48)	5.0 (0.0)	5.0 (0.0)
Philosophy	135	4.09 (1.1)	4.11 (1.3)	4.43 (1.04)
Pharmacology Technology	6	4.5 (1.22)	5.0 (0.0)	5.0 (0.0)
Physical Science	101	4.25 (0.95)	4.3 (1.1)	4.14 (1.21)
Physical Therapist Assistant	120	4.58 (0.88)	4.87 (0.47)	4.85 (0.53)
Physics	285	4.59 (0.8)	4.18 (1.28)	4.09 (1.36)
Paralegal	19	4.21 (1.18)	3.84 (1.5)	3.53 (1.78)
Political Science	852	4.13 (1.05)	4.3 (1.12)	4.22 (1.24)
Psychology	1,067	3.96 (1.11)	4.47 (1.07)	4.47 (1.12)
Quality Technology	4	4.25 (0.96)	5.0 (0.0)	5.0 (0.0)
Radiography	103	4.48 (0.89)	4.72 (0.8)	4.69 (0.89)
Reading	235	3.66 (1.25)	4.49 (1.02)	4.49 (1.08)
Religious Studies	23	3.87 (1.32)	4.3 (1.02)	4.35 (1.03)
Respiratory Care	118	4.69 (0.72)	4.65 (0.8)	4.61 (0.92)

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	18,594	4.20 (1.04)	4.44 (1.06)	4.43(1.12)
Russian	2	4.5 (0.71)	5.0 (0.0)	5.0 (0.0)
Sociology	351	4.04 (1.04)	4.36 (1.11)	4.49 (1.04)
Spanish	193	4.26 (1.1)	4.64 (0.94)	4.66 (0.96)
Theatre	149	3.62 (1.21)	4.76 (0.6)	4.84 (0.48)
Veterinary Technology	136	4.34 (1.0)	4.28 (1.11)	4.32 (1.22)

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 2,569 surveys distributed, 153 were returned yielding a 6.0% response rate.

2,823 degrees and certificates were awarded to 2,569 individuals during the 2020-2021 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: 71.4% were a university transfer degree (AA or AS); and 28.6% were a workforce development credentials (AAS or certificate). A summary of the results are below.

- Alumni were asked to indicate the extent their TCC experience contributed to their knowledge, skills, and personal development in specific areas. Following are the percentage of those indicating either **Very much** or **Quite a bit** for each area.
 - Written communication – 72.7%
 - Oral communication – 64.7%
 - Interpersonal interactions – 60.7%
 - Critical thinking – 78.0%
 - Problem solving – 76.7%
 - Quantitative reasoning – 70.7%
 - Teamwork or collaboration – 69.3%
 - Personal responsibility – 74.0%
 - Ethical decision making – 70.0%
 - Diversity awareness – 70.0%
 - Civic responsibility – 67.3%

- 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 – 92.0%
 - Instructors – 89.3%

- Administrators and staff from TCC offices – 83.3%
- Alumni were asked to rate the quality of their educational experience at TCC.
 - 62.0% indicated they were **Very satisfied** with the overall educational experience at TCC.
 - 52.7% indicated they would **definitely** enroll at TCC if they were starting college again.
 - 68.0% indicated they would **definitely** recommend TCC to others.
 - 48.0% characterized the preparation received at TCC for further study at another college or university as either **Exceptional** or **Better than adequate**.
 - 41.3% characterized the preparation received at TCC for employment in their major field as either **Exceptional** or **Better than adequate**.
- Of the Alumni respondents, 82.0% indicated they had attended another college. Of those who had attended another college, 87.0% 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 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 2021-2022 academic year (Summer 2021, Fall 2021, Spring 2022), 2,864 certificates and degrees were conferred to 2,561 individual students. 74.2% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 1,003 students completed the Exit Survey 2021-2022, representing a 39.2% 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 (71.8%). The lowest percentage of strong agreement (49.0%) was associated with contributing to the welfare of the community.
- The majority of respondents (59.6%) believe the instruction they received in major courses was high quality.
- 48.7% 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."
- 46.2% of respondents strongly agreed to the statement "The programs, organizations, or events in Student Life helped me become a more well-rounded person."
- The majority of students (88.8%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 93.6% 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 (87.0%, 52.5%, and 22.2%, respectively). 77.4% of students indicated they had accomplished their goal(s) for attending TCC.

- 49.5% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 41.8% indicated they believed TCC was better than other institutions they had attended. 53.3% believed TCC was about the same.
- The majority of respondents (96.1%) 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 website](#).

Community College Survey of Student Engagement (CCSSE)

The CCSSE was sent out to all enrolled students during the Spring 2022 semester. Almost 850 students completed the survey. The survey results are broken down into five benchmark scores and comparisons are provided for the entire cohort of community colleges who participated as well as those who are categorized as extra large colleges. We scored highest in Support for Learners with a 50.9 compared to 49.3 for extra large colleges and a standard score of 50 for the entire cohort. We scored a 48.5 for Student-Faculty Interaction compared to 48.0 for extra large colleges and 50 for the entire cohort. We were below average for the entire cohort on all other measures. We scored 50.2 on Student Effort compared to 51.4 for other extra large colleges, 47.3 on Active and Collaborative Learning compared to 48.6 for other extra large colleges, and 48.3 on Academic Challenge compared to 50.1 for other extra large colleges. When comparing our institution's raw benchmark scores across years, we did perform better in all categories except Academic Challenge from last year. While we scored higher on two measures than other extra large colleges this year, in 2020 we scored higher on three measures when compared to other extra large colleges.

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 83.3% of students are satisfied with the academic advising they received from TRiO SSS staff. 100.0% of students are satisfied with the tutoring they received from TRiO SSS staff. Overall, 100.0% of students were satisfied with the events hosted by TRiO SSS. 66.7% of TRiO SSS students had taken advantage of the TRiO SSS tutoring services.

The end-of-year survey was administered online to participants of TCC's TRiO SSS program. 97.2% of students reported that they believe TRiO SSS services assisted in establishing their educational goals. 97.2% of students believe TRiO SSS services assisted in making progress toward their educational goals. 90.0% of students were satisfied with TRiO SSS' services, which equip students with the skills necessary to successfully transfer to a four-year college/university. 96.7% of students believe the events hosted by TRiO SSS are worthwhile.

Dual Credit Student Survey

All dual credit students enrolled (in 600 section classes) during either Summer 2021, Fall 2021, or Spring 2022 semesters were emailed a Qualtrics survey link. This email was sent to 2,359 students, 267 responded yielding a response rate of 11.32 percent. The students were asked for suggestions to improve the Dual Credit program for future students.

The 93 responses to this open-ended question were varied as some were actual tips to future students, others offered comments about instructors, or provided specific suggestions for improvement. Generally, the comments were positive with students stating the program is “really good” or “great”. The suggestions for improvement generally focused on communication and enrollment, but also for support and technical issues (e.g. student IDs and blackboard).

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

Individual faculty members and departments use the results of their end-of-term course feedback surveys to make appropriate changes to their courses. Student Success and Equity (SSE) 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.

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 Success and Equity (formerly Student Affairs).

In addition, the Dean of Retention & Engagement in SSE 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 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. All totals can be seen in Table 12.

Table 12. Breakdown of Assessment Fee Expenditures for Fiscal Year 2021.

Assessment fees	\$397,544
Assessment salaries (and benefits)	\$388,905
Distributed to other departments	N/A
Operational costs	\$131,762
Total Expenditures	\$520,667

Appendix A

Effective: 9/17/2021

MATH TULSA COMMUNITY COLLEGE COURSE PLACEMENT GUIDELINES

Math Course Placement	HGPA (unweighted, completed 11 th grade or later)	SAT Math (S12)	ACT Math (A02)	Accuplacer NextGen Series (ACC_)	Multiple Measures
MATH 2114 Calculus I	See Multiple Measures column	640+	27+		276+ ACCF AND 3.0+ HGPA
MATH 1613 Precalculus II OR MATH 2513 Finite Math OR MATH 2523 Calculus for Business, Life & Social Sciences		610+	26	276+ ACCF	
IF MAJOR REQUIRES PRECALCULUS: MATH 1513 Precalculus I OR MATH 1715 Precalculus I&II	3.4+ No HGPA placement for MATH 1715	510+	19-25	263-275 ACCF	
IF MAJOR REQUIRES PRECALCULUS: MATH 0123 Essentials for Precalculus AND MATH 1513 Precalculus I <i>(Must be enrolled simultaneously)</i>	3.0+			237-262 ACCF	
IF MAJOR REQUIRES QUANTITATIVE REASONING: MATH 1473 Quantitative Reasoning <i>(If Undeclared Major, and ACT < 20, recommend Math 1473)</i>	3.2+	510+	19+	263+ ACCQ	255-262 ACCQ AND 3.0+ HGPA
IF MAJOR REQUIRES QUANTITATIVE REASONING: MATH 0403 Essentials of Quantitative Reasoning AND MATH 1473 Quantitative Reasoning <i>(Must be enrolled simultaneously)</i>	3.0-3.19			237-262 ACCQ	285+ ACCA AND 230-236 ACCQ
IF MAJOR REQUIRES MATH FUNCTIONS OR ELEMENTARY STATISTICS MATH 1483 Mathematics Functions and Their Uses OR MATH 2193 Elementary Statistics	3.0+	510+	19+	237+ ACCF	
IF MAJOR REQUIRES WORKFORCE TECH MATH: MATH 1454 Technical Mathematics	3.0+	510+	19+	237+ ACCF	
MATH 0013 Math Foundations II	2.6-2.99			250+ ACCA	
MATH 0003 Math Foundations I OR MATH 0055 Math Foundations I & II	0-2.59 (Testing is recommended*)			200-249 ACCA	

READING
TULSA COMMUNITY COLLEGE
COURSE PLACEMENT GUIDELINES

*SNE+ACCNR paired placement to be eliminated as of summer/fall 2022 enrollment

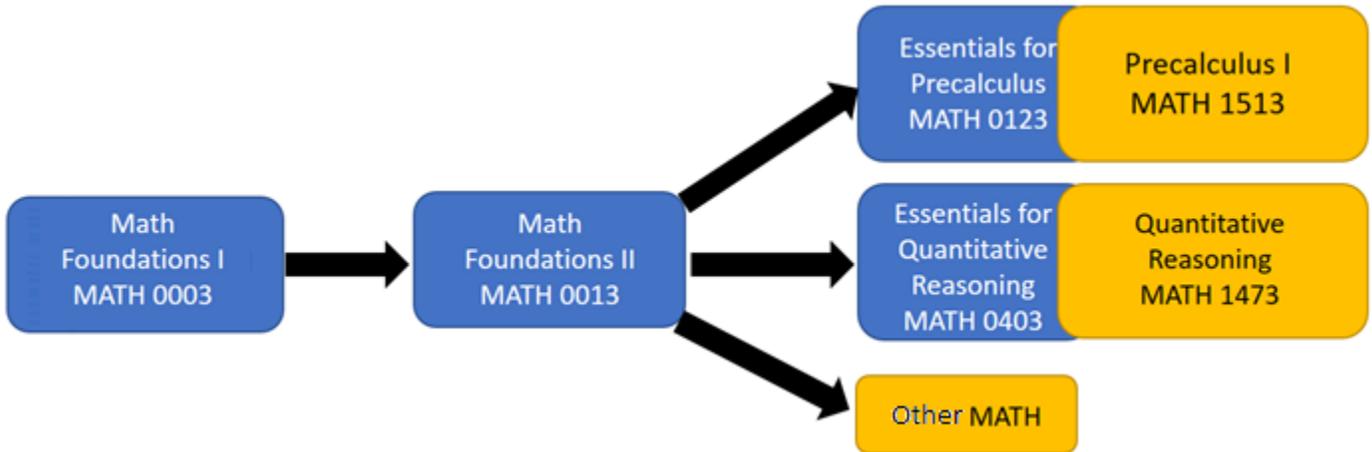
Success Navigator (SNE)*	Accuplacer Next Gen Reading (ACCNR)*	Reading Course Placement	HGPA (unweighted, completed 11 th grade or later)	SAT English (S11)	ACT Reading (A03)	Accuplacer Next Gen Reading (ACCNR)	Multiple Measures ACCNR + HGPA
no impact	263+	College Level/ Reading Proficient	3.2+	510+	19+	263+	250-262 ACCNR AND 3.0+ HGPA
100+	250-262						
0-99	250-262	READ 0123 Critical Academic Reading				237-262	230-236 ACCNR AND 3.0+ HGPA
no impact	237-249						
100+	230-236						
0-99	230-236	READ 0113 Introduction to Academic Reading				200-236	
no impact	200-229						

ENGLISH
TULSA COMMUNITY COLLEGE
COURSE PLACEMENT GUIDELINES

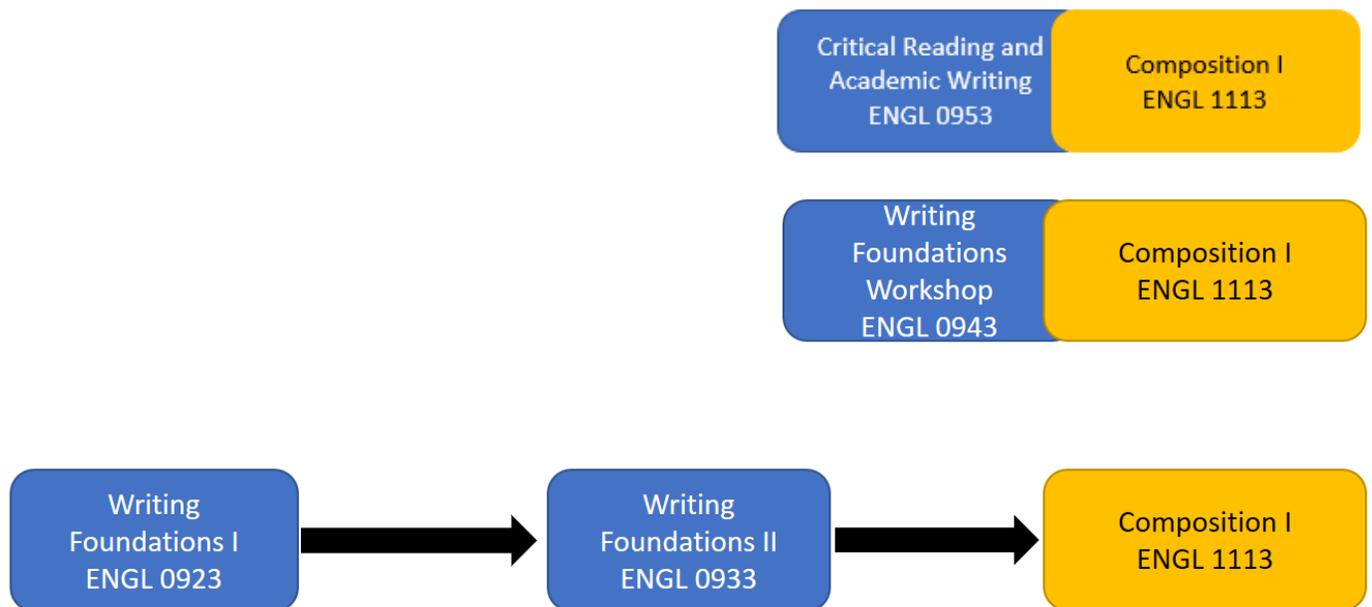
English Course Placement	HGPA (unweighted, completed 11 th grade or later)	SAT English (S11)	ACT English (A01)	Writeplacer (WRT1)	Multiple Measures ACCNR + HGPA
ENGL 1113 Composition I <i>(Reading proficiency must also be met)</i>	3.2+	510+	19+	5-8	
ENGL 1113 Composition I AND ENGL 0943 Writing Foundations Workshop <i>(Reading proficiency must also be met)</i> <i>(Must be enrolled simultaneously)</i>	2.7-3.19			4	
ENGL 1113 Composition I AND ENGL 0953 Integrated Reading/Writing <i>(Must be enrolled simultaneously)</i>					250+ ACCNR AND 2.7+ HGPA OR WRT1=4 OR ENGL 0923
ENGL 0933 Writing Foundations II	2.6-2.69			3	250+ ACCNR AND 2.5+ HGPA
ENGL 0923 Writing Foundations I	0-2.59			0-2	

Appendix B

Math Course Sequence Academic Year 2021-22



Writing Course Sequence Academic Year 2021-22



Reading Course Sequence Academic Year 2021-22



Appendix C

Grade Distribution for Reading Courses											
READ0113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021											
Fall 2021	121	13	20	27	6	30	0	19	0	79%	50%
Spring 2022	46	8	10	5	3	7	0	6	0	72%	50%
Total	167	21	30	32	9	37	0	25	0	77%	50%
READ0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	48	16	15	7	0	4	0	3	0	88%	79%
Fall 2021	639	135	119	103	22	145	4	64	0	82%	56%
Spring 2022	309	60	52	40	12	69	0	38	1	75%	49%
Total	996	211	186	150	34	218	4	105	1	80%	55%

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

Grade Distribution for Writing Courses											
ENGL0923	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	7	1	0	0	1	2	0	2	0	57%	14%
Fall 2021	59	10	8	8	2	15	0	12	0	73%	44%
Spring 2022	38	7	5	4	1	11	0	7	0	74%	42%
Total	104	18	13	12	4	28	0	21	0	72%	41%
ENGL0933	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	25	8	7	3	0	3	0	2	0	84%	72%
Fall 2021	202	29	31	42	5	35	6	39	0	70%	50%
Spring 2022	99	32	17	14	2	15	0	11	0	81%	64%
Total	326	69	55	59	7	53	6	52	0	75%	56%
ENGL0943	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	0										
Fall 2021	223	111	36	16	6	15	1	20	0	83%	73%
Spring 2022	153	86	13	13	4	12	1	19	0	84%	73%
Total	376	197	49	29	10	27	2	39	0	83%	73%
ENGL1113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	297	120	60	33	15	37	2	14	0	89%	72%
Fall 2022	3,116	1,024	822	440	105	281	8	260	0	86%	73%
Spring 2022	1,352	342	283	216	79	143	5	162	0	79%	62%
Total	4,765	1,486	1,165	689	199	461	15	436	0	84%	70%

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

Grade Distribution for Math Courses

MATH0003	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	19	7	3	1	2	2	0	0	0	79%	58%
Fall 2021	238	45	33	33	22	68	1	24	0	84%	47%
Spring 2022	120	13	19	27	8	25	0	17	0	77%	49%
Total	377	65	55	61	32	95	1	41	0	82%	48%
MATH0013	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	105	27	22	14	5	16	0	14	0	80%	60%
Fall 2021	567	124	91	76	38	141	2	68	2	83%	51%
Spring 2022	418	119	66	56	18	89	1	47	1	83%	58%
Total	1,090	270	179	146	61	246	3	129	3	83%	55%
MATH0055	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	17	5	5	4	1	1	0	1	0	94%	82%
Fall 2021	109	13	19	11	8	36	1	17	0	80%	39%
Spring 2022	105	19	17	12	9	29	1	16	0	82%	46%
Total	231	37	41	27	18	66	2	34	0	82%	45%
MATH0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	71	22	9	10	1	8	0	14	0	70%	58%
Fall 2021	365	112	61	44	9	53	3	60	0	76%	59%
Spring 2022	268	62	40	37	10	51	0	61	0	75%	52%
Total	704	196	110	91	20	112	3	135	0	75%	56%
MATH0403	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	29	12	4	2	0	9	0	1	0	93%	62%
Fall 2021	223	65	48	37	8	32	0	25	0	85%	67%
Spring 2022	178	63	41	18	6	24	2	16	0	85%	69%
Total	430	140	93	57	14	65	2	42	0	86%	67%
MATH1454	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	0										
Fall 2021	22	3	3	2	2	7	0	4	1	77%	36%
Spring 2022	0										
Total	22	3	3	2	2	7	0	4	1	77%	36%
MATH1473	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	83	22	26	11	3	14	0	3	0	92%	71%
Fall 2021	502	133	109	84	29	82	0	51	0	87%	65%
Spring 2022	425	134	109	64	17	47	3	39	0	87%	72%
Total	1010	289	244	159	49	143	3	93	0	88%	69%
MATH1483	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	86	39	27	12	1	3	0	2	0	95%	91%
Fall 2021	361	86	64	40	22	66	1	73	0	77%	53%
Spring 2022	284	71	46	35	16	41	1	59	0	74%	54%
Total	731	196	137	87	39	110	2	134	0	78%	57%

Grade Distribution for Math Courses

MATH1513	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	231	75	41	23	7	26	1	43	0	74%	60%
Fall 2021	1,179	376	253	147	67	108	3	172	0	81%	66%
Spring 2022	1,105	278	261	210	66	103	2	160	1	83%	68%
Total	2,515	729	555	380	140	237	6	375	1	81%	66%

MATH2193	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2021	186	88	43	19	10	11	0	14	0	92%	81%
Fall 2021	341	99	74	45	23	37	2	57	0	82%	64%
Spring 2022	361	129	80	59	21	28	0	40	0	88%	74%
Total	888	316	197	123	54	76	2	111	0	86%	72%

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

Appendix D

List of courses and programs suppressed, deleted, or changed due to assessment, program review, and program mapping work during the 2021-22 academic year that go into effect Fall 2022.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		Pharmacy Technology	DP	Trend in enrollment has continued to decline over the past two years. There is not a requirement for this certification to sit for the certification or to work in this field. Also, this certification is offered through continuing education department.
PHMT	1324	Introduction to Profession of Pharmacy	SC	Suppress Course
PHMT	1334	Introduction to Pharmacology	SC	Suppress Course
PHMT	1414	Pharmacy Technician Practicum	SC	Suppress Course
PHMT	1524	Preceptorship I	SC	Suppress Course
VETT	1132	Introduction to Veterinary Nursing	SC	Suppress Course
VETT	1125	Veterinary Anatomy and Physiology	MC	Changed course from 5 hour course to a 4 hour course. 2 hours of lecture and 4 hours of lab. Change was made to decrease program below 70 credit hours.
VETT	1263	Veterinary Office and Practice Management	MC	Changed course from 3 hour course to a 2 hour course. 2 hours of lecture and 0 hours of lab. Change was made to decrease program below 70 credit hours.
VETT	2224	Microbiology and Sanitation	MC	Changed course from 4 hour course to a 2 hour course. 1 hour of lecture and 2 hours of lab. Change was made to decrease program below 70 credit hours.
VETT	2234	Clinical Pathology III	MC	Changed course from 4 hour course to a 3 hour course. 1 hour of lecture and 4 hours of lab. Change was made to decrease program below 70 credit hours.
VETT	2353	Radiology, Ultrasound and Diagnostic Imaging	MC	Changed course from 3 hour course to a 2 hour course. .5 hour of lecture and 3 hours of lab. Change was made to decrease program below 70 credit hours.
		Veterinary Technology AAS	MP	Reduced credit hours to 5 courses and suppressed one course. VETT 2382 is now required. Credit hours reduced to 70 from 76-77
OCTA	1511	Fieldwork IA	MC	Course Description change
OCTA	1521	Fieldwork IB	MC	Course Description change
		Biotechnology AS	SP	A number of factors have contributed to the request to suspend this program. 1. Over the past five years, the Biotechnology program has lost two of its foundational faculty members and a grant funded outreach coordinator and has thus seen a dramatic reduction in recruitment events.2.The lack of Biotechnology companies in the greater Tulsa area, dedicated support at the program coordinator level, complicated transfer pathways leading to loss of credits, time, and money, and lack of enrollments in the Biotechnology gateway course justify the suspension of the AS Biotechnology Program. Program will be suspended for three years then be reevaluated.
		Geology AS	SP	With no full-time geology faculty, this program does not have the advocacy nor adjunct faculty capacity to make it viable, attract students, and meet minimum graduation requirements by the state. In addition, there are no current articulation agreements, the number of geology majors has continually declined, and the geology faculty position was reappropriated into another science area with greater instructional need. There is currently no intention of hiring a new Geology faculty member, so the Physical Science faculty voted (4-22-2021) to suspend this program and offer the courses within this program as general education electives towards meeting the science requirements for an AS-AA degree. The program will be suspended for three years then be reevaluated.
		Human Resources CER	SP	Human Resources learners in the community can best be served by training provided through Continuing Education. The program will be suspended for three years then be reevaluated.
		Business, Human Resources Option AAS	SP	Students furthering their education in Human Resources will be best served through the Business Administration transfer pathway which will facilitate transfer to a Bachelor's degree program thus providing them with the industry-standard of education for beginning practitioners in the field.
		Mathematics AS	MP	Under Gen. Ed. Requirements, Communications hours would be changed from 9 to 6, COMM 1113 removed from the list, and Gen. Ed. Recommended electives changed from 3 to 6 hours. Credit hours will remain the same.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
MATH	2513	Finite Mathematics	SC	Course Suppressed. MATH 2513 has not made in several semesters. The last time MATH 2513 had enough enrollment to offer the class was Spring 2018. Business majors are now taking MATH 1483, Mathematics Functions and Their Uses, as the required mathematics course. Pre-Nursing majors are required to take MATH 1513, Precalculus I, and MATH 2193, Elementary Statistics. MATH 2513 is one of six courses listed under recommended electives.
SRGT	1113	Introduction to Surgical Technology	NC	New course for the reinstatement of AAS Surgical Technology
SRGT	1124	Perioerative Patient Care	NC	New course for the reinstatement of AAS Surgical Technology
CSCI	2473	C Language	MC	Adding pre req language. Students must complete CSYS Intro to Programming with a C or better.
MGMT	2453	Human Resources Management	RSC	MGMT 2453 Human Resources Management is being reactivated to replace HRES 2113 Principles of Human Resources in the Management Option, Business AAS program and in the Marketing Option, Business AAS program. The Human Resources program is being suppressed
CSYS	2643	Database Design and SQL	MC	Adding pre req language. Students must complete CSYS Intro to Programming with a C or better.
CSYS	2743	Python Programming	MC	Adding pre req language. Students must complete CSYS Intro to Programming with a C or better.
NURS	1111	Adult Health I Clinical	MC	Decreased clinical hours.
NURS	1113	Adult Health I Clinical	MC	Increase the lecture and lab hours of the course. Will change from NURS 1113 to NURS 1114
NURS	1143	Overview of Professional Role Development	MC	Decreased the class from a 3 hour to 2 hour. The new number will be NURS 1152 and will help reduce the number of program hours in the nursing program.
NURS	1163	Principles of Pharmacology & Medication Safety	MC	Changed number of lecture hours and lab hours.
NURS	1211	Career Mobility I Clinical	MC	Changed number of clinical hours.
NURS	1212	Career Mobility I	MC	Changed number of lecture hours and lab hours. Course number will change to NURS 1213.
NURS	1363	Transition to Career Mobility	MC	Decreases credit hours form 3 to 2. New course number will be NURS 1362
NURS	2221	Pediatric Nursing Clinical	MC	Changing course title and course description. New title will be Maternal Newborn and Pediatric Nursing Clinical. Also changed the pre req.
NURS	2242	Adult Health III Clinical	MC	Changed number of clinical hours.
NURS	2243	Adult Health	MC	Changed number of lecture hours and lab hours.
NURS	2351	Career Mobility II Clinical	MC	Changed number of clinical hours.
NURS	2352	Career Mobility II	MC	Changed number of lecture hours and lab hours.
NURS	2432	Complex Mental Health	MC	Changed number of lecture hours and lab hours.
NURS	2444	Adult Health IV & Leadership	MC	Changed number of lecture hours and lab hours.
NURS	2222	Pediatric Nursing	SC	Suppress Course
NURS	2234	Maternal Newborn and Pediatric Nursing	NC	New course
NURS	2472	Adult Health IV & Leadership Clinical	NC	New course
		Nursing AAS	MP	We are proposing to adjust our curriculum in the following ways: Change our total hours from 73 to 69 (5.5% decrease)Change our total nursing hours from 35 to 34 (3% decrease)Change our total clinical hours from 336 to 368 (9.5% increase) by changing some ratios. Change our total Lab/Simulated Learning Environment hours from 144 to 140 (2.5% decrease) by changing some ratios. Combine NURS 2222 Peds and NURS 2232 Maternal Newborn to create NURS 2234 Maternal/Child. Combine NURS 2221 Peds Clinical and NURS 2231 Maternal Newborn Clinical to create a new NURS 2231 Maternal/Child Clinical. Delete PSYC 2023 (Dev Psych)Add one hour to NURS 1113 and NURS 1212 Delete one hour from NURS 1143 and NURS 1136.
CSYS	2613	C# Programming	MC	Removing CSYS 1203 as a required pre req for the course.
CSYS	2773	Data Visualization	NC	New course
		AAS Information Technology, Systems Support Technician Option	SP	Persistent low enrollment and graduates indicate a streamlined pathway may best serve learners in the community.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		AAS Information Technology, Web Development Option	SP	Persistent low enrollment and graduates indicate a streamlined pathway may best serve learners in the community.
		Certificate Information Technology, Business Application Specialist Option	SP	Persistent low enrollment and graduates indicate learners in the community may best be served by similar training options offered through Continuing Education
		Certificate Information Technology, Web Development Option	SP	Persistent low enrollment and graduates indicate a streamlined pathway may best serve learners in the community.
		AAS Information Technology, Information Technology Option	SP	Persistent low enrollment and graduates indicate a streamlined pathway may best serve learners in the community.
		AAS Information Technology, Programming option	MP	This revised and renamed AAS degree replaces two AAS degrees that were suppressed due to persistent low enrollment (IT AAS, Information Technology Option and IT AAS, Web Development Option). This single IT AAS degree should better meet the needs of our students and should have better enrollment and graduation results. New name will be Information Technology AAS, Application Development Option. Hours will remain at 60 hours.
AVST	1343	Introduction to Air Traffic Control	MC	Modify course description and changed course title to Introduction to FAA
AVST	2113	History of Aviation	MC	Course has opened up to allow students of all majors enroll in the course.
AVST	2253	Aviation Meteorology	MC	Course has opened up to allow students of all majors enroll in the course.
DRFT	2293	Survey of CAD Applications	MC	Changing title to Commercial Drafting & Detailing and changing pre req to only requiring DRFT 2204.
ENGT	1513	Manufacturing Safety	MC	Changing the title to Industrial Safety
		AAS Surgical Technology	RP	Reactivating TCC's Surgical technology program
AVST	1232	ATC Flight Training Lab	SC	Suppress Course
		CER Business	MP	Computer Concepts is being replaced with a new course: Business Data Science Technologies. Principles of Human Resources is being replaced with a newly reinstated course: Human Resources Management. Number of hours remain the same.
		AAS Child Development, Early Childhood Option	MP	COMM 2073 has been added as an option to meet the 3 hours of Communication on the degree. Number of hours will remain the same.
		AS Computer Information Systems	MP	Remove COMM 1113 Public Speaking as a requirement and replace with 3 hours of Liberal Arts and Sciences electives.
		AAS Electronics Technology, Biomedical Equipment Option	DP	The Electronics Technology program option will be combined into an Electronics Technology AAS with four areas of emphasis. This provides student flexibility within a general Electronics Technology AAS that can meet a variety of employment needs. The program requirements can be more easily adapted to specific student, job, or market needs without limiting a student to a specialization or courses that do not apply.
		AAS Electronics Technology, Electrical Substation Option	DP	The Electronics Technology program option will be combined into an Electronics Technology AAS with four areas of emphasis. This provides student flexibility within a general Electronics Technology AAS that can meet a variety of employment needs. The program requirements can be more easily adapted to specific student, job, or market needs without limiting a student to a specialization or courses that do not apply.
		AAS Electronics Technology, Electronics Technologist Option	MP	Remove designation as program option and combine two other Electronics Technology AAS options into this program. Change name of "Electronics Technology AAS, Electronics Technologist Option" to "Electronics Technology, AAS." Update the curriculum to include courses that combine several options into the following areas of emphases: Electronics Design, Industrial Maintenance, Biomedical Technician, and Electrical Substation Technician. Credit hours will be 60-64.
		CER Electronics Technology, Biomedical Equipment Technology Option	DP	The courses in this Electronics Technology certificate option will be combined with other certificate options into an Electronics Technology, Electronics Technician Certificate. This provides student flexibility within a general Electronics Technology Certificate that can meet a variety of employment needs. The program requirements can be more easily adapted to specific student, job, or market needs without limiting a student to a specialization or courses that do not apply.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		CER Electronics Technology, Electrical Substation Technology Option	DP	Courses in this Electronics Technology certificate option will be combined with courses in other certificate options into the Electronics Technology, Electronics Technician Certificate. This provides student flexibility within a general Electronics Technology Certificate that can meet a variety of employment needs. The program requirements can be more easily adapted to specific student, job, or market needs without limiting a student to a specialization or courses that do not apply.
		CER Electronics Technology, Electronics Technician Option	MP	Change name of "Electronics Technology Certificate, Electronics Technician Option" to "Electronics Technology, Electronics Technician Certificate." Update the curriculum to delete ELET 1523, ELET 2514, and ENGT 1213 as electives. Update curriculum to add MATH 2114 as a math option and add ELET 2232, BMET 1304, BMET 2343, ELET 1232, ELET 2112, ELET 2132, PHYS 1114, and CHEM 1365 as electives. This revision combines two other Electronics Technology certificate options into this combined Electronics Technology, Electronics Technician Certificate. Two existing options will be deleted. This provides students flexibility within a general Electronics Technology Certificate that can meet a variety of employment needs. The program requirements can be more easily adapted to specific student, job, or market needs without limiting a student to a specialization or courses that do not apply.
		AS Engineering, Mechanical Engineering option	MP	This adjustment aligns with 4-year transfer partner institution options for chemistry, which allow CHEM 1315 and CHEM 1415 to replace CHEM 1365. CHEM 1415 is not currently on the TCC degree plan. Unless added, students who start with CHEM 1315 cannot use financial aid to complete the second chemistry course required by some transfer partners. Credit hours will be 69-74 because of the Chemistry differences between transfer partners.
		AAS Engineering Technology, Drafting and Design Engineering Technology Option	MP	The certificate is targeted to the Civil & Architectural drafting field using AutoCAD/Autodesk software products and adds an Autodesk architectural CAD class requirement. The additional REVIT content increases the emphasis on drafting and design topics within the degree and embedded certificate. Credit hours will change from 63 to 62-64 to allow for two separate math options.
		CER Engineering Technology, Drafting and Design Engineering Technology Option	MP	Addition of REVIT increases emphasis on drafting-related content in the certificate. Removal of ENGR 1132 Engineering Design w/ CAD and ENGT 1223 Industry Print Reading to eliminate redundancy in the certificate requirements. Credit hours will change from 26-29 to 27-29. The range is due to math option.
BUSN	2233	Business Analytics Fundamentals	NC	New course
		AAS Engineering Technology Manufacturing Technology Option	MP	Changes reflect the restoration of content necessary to satisfy industry needs/trends in quality control by returning ENGT 2153 to the quality concentration in addition to ENGT 1543 Manufacturing Maintenance. Additional changes include moving ENGT 1513 Safety to the concentration sections. Hours remain the same.
		AS Engineering, Computer Engineering option	MP	Add CHEM 1365 Chemistry for Engineers as a chemistry option. Credit hours change from 65 to 60-65 credit hours.
		AS Engineering, Electrical Engineering option	MP	Add CHEM 1365 Chemistry for Engineers as a chemistry option. Credit Hours change from 69 to 64-69.
MATH	0482	Essentials for Mathematics Functions and Their Uses	NC	New Course designed to give the student an understanding and background knowledge of functions in mathematics and the multiple representations within numerous disciplines.
HITC	1213	Statistics and Data Analytics	SC	Suppress Course
HITC	1242	Health Information Management in Alternate Care Settings	SC	Suppress Course
		CER Health Information Technology, Coding and Reimbursement	MP	Removed MATH 2193 Elementary Statistics and added HITC 1353 Legal Aspects of Health Records
		AAS Health Information Technology	MP	Reduced hours in program while keeping needs of students and accrediting bodies in mind. Hours changed from 69 to 64
		AAS Business, Management Option	MP	Replaced CSCI 1203 Computer Concepts with MSIS 2103 Business Data Science Technologies. Replaced HRES 2113 Principles of Human Resources with MGMT 2453 Human Resources Management. Removed BUSN 2633 Industrial and Organizational Psychology. Removed HRES 2233 Talent Management Increased Controlled Electives from 6 hours to 12 hours. Number of hours stay the same.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		AS Marketing	MP	Remove COMM 1113 Public Speaking as a requirement and replace with 3 hours of Liberal Arts and Sciences electives. Replace Computer Concepts as a General Education elective with Business Data Science Technologies. Numbers of hours remain the same.
		AAS Business, Marketing Option	MP	Replaced CSCI 1203 Computer Concepts with MSIS 2103 Business Data Science Technologies. Replaced HRES 2113 Principles of Human Resources with MGMT 2453 Human Resources Management Removed HRES 2233 Talent Management Increased Controlled Electives from 6 hours to 9. Number of hours remain the same.
ART	1013	Art Foundations 2D Design	MC	Added which semester(s) the course is being offered.
ART	1023	Painting I	MC	Added which semester(s) the course is being offered.
ART	1053	Art History I	MC	Added which semester(s) the course is being offered.
ART	1063	Art History II	MC	Added which semester(s) the course is being offered.
ART	1083	Art Foundations: 3D Design	MC	Changed course title and Added which semester(s) the course is being offered.
ART	1113	Art Appreciation	MC	Added which semester(s) the course is being offered.
ART	1123	Drawing I	MC	Added which semester(s) the course is being offered.
ART	2083	Sculpture I	MC	Added which semester(s) the course is being offered.
ART	2143	Figure Drawing I	MC	Added which semester(s) the course is being offered.
ART	2223	Printmaking I	MC	Added which semester(s) the course is being offered.
ART	2263	Introduction to Ceramics	MC	Added which semester(s) the course is being offered.
ART	2273	Intermediate Ceramics	MC	Added which semester(s) the course is being offered.
ART	2283	Advanced Ceramics	MC	Added which semester(s) the course is being offered.
ART	2313	Metal Arts and Jewelry I	MC	Added which semester(s) the course is being offered.
ART	2503	Professional Practice	MC	Added which semester(s) the course is being offered.
MSIS	2103	Business Data Science Technologies	NC	New Course
		AS Pre Professional Health Sciences, Pre Occupational Therapy Option	DP	This Program, along with the Pre-Professional Health Sciences AS, Pre-Physical Therapy Option and Pre-Medical Imaging Option Programs, are being collapsed into a single Pre-Professional Health Sciences AS, Rehabilitation Sciences and Medical Imaging Program. When the 3 separate degree programs were created in 2014, they met a need for students to meet pre-requisite requirements for the University of Oklahoma. There is now a need for a more flexible degree with a greater ease of transfer to area universities. The combination of the three options into a single degree will allow students interested in allied health careers more flexibility in decision-making about their major at the beginning of their college experience and will result in more graduates overall. Students and their TCC advisors will be able to customize their degree plan according to their desired transfer university. When changes to university degree programs in these fields of study occur, Tulsa Community College can change required courses or program outcomes with a single program more efficiently than with three separate programs. Marketing, assessing, creating reports, and conducting program reviews for a single program is also more cost-effective for Tulsa Community College.
		AS Pre Professional Health Sciences, Pre Physical Therapy Option	DP	This Program, along with the Pre-Professional Health Sciences AS, Pre-Occupational Therapy Option and Pre-Medical Imaging Option Programs, are being collapsed into a single Pre-Professional Health Sciences AS, Rehabilitation Sciences and Medical Imaging Program. When the 3 separate degree programs were created in 2014, they met a need for students to meet pre-requisite requirements for the University of Oklahoma. There is now a need for a more flexible degree with a greater ease of transfer to area universities. The combination of the three options into a single degree will allow students interested in allied health careers more flexibility in decision-making about their major at the beginning of their college experience and will result in more graduates overall. Students and their TCC advisors will be able to customize their degree plan according to their desired transfer university. When changes to university degree programs in these fields of study occur, Tulsa Community College can change required courses or program outcomes with a single program more efficiently than with three separate programs. Marketing, assessing, creating reports, and conducting program reviews for a single program is also more cost-effective for Tulsa Community College.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		AS Pre Professional Health Sciences, Pre Medical Imaging Option	MP	When the 3 separate degree programs were created in 2014, they met a need for students to meet pre-requisite requirements for the University of Oklahoma. There is now a need for a more flexible degree with a greater ease of transfer to area universities. The combination of the three options into a single degree will allow students interested in allied health careers more flexibility in decision-making about their major at the beginning of their college experience and will result in more graduates overall. Students and their TCC advisors will be able to customize their degree plan according to their desired transfer university. When changes to university degree programs in these fields of study occur, Tulsa Community College can change required courses or program outcomes with a single program more efficiently than with three separate programs. Marketing, assessing, creating reports, and conducting program reviews for a single program is also more cost-effective for Tulsa Community College The program name will change to Pre-Professional Health Sciences AS, Rehabilitation Sciences and Medical Imaging Option.
DHYG	1373	Dental Hygiene Theory II	MC	Course Description change
HITC	1222	Electronic Health Record Systems	MC	Change course description and change title to Electronic Health Record Systems Data Analytics
HITC	1412	Professional Practice Experience	MC	Change course description and change title to Professional Practice Experience.
HITC	2222	CPT & HCPCS Coding II & Physician Bill	MC	Course Title change to Physician Billing & Reimbursement
HITC	1362	Classification Systems, Technologies and Coding I	MC	Changed course title to Coding I
HITC	2341	Professional Practice Experience	MC	Changed course title to Coding Internship
MATH	0403	Essentials for Quantitative Reason	MC	Changed course to 2 credit hours and will change the number to MATH 0472.
MATH	0123	Essentials for Pre Calculus I	MC	The mathematics department decided to better align the numbering code for corequisite courses. MATH 0513 would align with MATH 1513. This should help advisors and students when enrolling in corequisite courses.
MATH	1473	Quantitative Reasoning	MC	Changed pre req to accommodate MATH 0403 new number of MATH 0472.
MATH	1483	Mathematics Functions and their Uses	MC	Changed pre req to accommodate MATH 0403 new number of MATH 0472.
MATH	1513	Precalculus I	MC	Changed pre req to accommodate MATH 0403 new number of MATH 0472.
		AS Biology	MP	COMM 1113 - Public Speaking was removed from the Communication Requirements section. This drops this section to only six hours. It was moved to the General Education Recommended Electives section. This move brings this section to 6 hours. Credit hours remain the same.
		AS Business Administration	MP	Remove COMM 1113 Public Speaking as a requirement and replace with 3 hours of Liberal Arts and Sciences electives. Replace Computer Concepts as a requirement with new Business Data Science Technologies course. Number of hours remain the same.
SPAN	1103	Spanish I	MC	Changed course description and course title to Elementary Spanish I
SPAN	1213	Spanish II	MC	Changed course description and course title to Elementary Spanish II.
SPAN	2113	Intermediate Spanish I	MC	Changed course description and course title to Elementary Spanish II . Pre req changed to SPAN 1213.
SPAN	2553	Advanced Spanish Conversation	MC	Changing course number to SPAN 2513 and title to Intermediate Spanish Grammar and Conversation. Also has a pre req change and course description change.
SPAN	2143	Latin American Civilization and Culture	MC	Course Description change
SPAN	2523	Intermediate Spanish Grammar and Composition	MC	Pre req and Course description change
		AA World Language Spanish Option	MP	Number of Specialized Core requirements will be decreased from 18 to 15 hours. Number of Controlled electives will be increased from 5 to 8-9 hours and will offer several courses that are not Spanish courses. To align our curriculum with our transfer partners. Number of hours remain the same.
CHLD	2243	Language and Cognitive Development: Birth to Eight	MC	Added which semester(s) the course is being offered.
CHLD	2253	Child Development Practicum	MC	Added which semester(s) the course is being offered.
CHLD	2263	Social and Emotional Development: Birth to Eight	MC	Added which semester(s) the course is being offered.
		AS Child Development, Non-Teacher Certification Transfer Option	MP	Added two courses as options to the controlled electives. Total credit hours remain the same.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		AS Child Development, Teacher Certification Transfer Option		Added courses to the curriculum that are required to transfer to partner Universities
JAPN	2513	Intermediate Japanese Grammar and Conversation	NC	New Course
		AA World Languages, Japanese Option	MP	Number of Specialized Core requirements will be decreased from 18 to 15 hours. Number of Controlled electives will be increased from 5 to 8-9 hours and will offer several courses that are not Japanese courses. Number of hours will go from 60 to 60-61.
FREN	1103	French I	MC	Changed title to Elementary French I and changed course description.
FREN	1213	French II	MC	Changed title to Elementary French II and changed course description.
FREN	2113	Intermediate French I	MC	Changed course description and pre reqs.
FREN	2213	Intermediate French II	MC	Changed course description and pre reqs.
FREN	2533	Advanced French and Conversation.	MC	Changed title to Intermediate French Grammar and Conversation. Changing number to FREN 2513. Change course description and pre reqs.
FREN	2523	Intermediate French Grammar and Composition	MC	Changed course description and pre reqs.
		AA World Languages, French Option	MP	Number of Specialized Core requirements will be decreased from 18 to 15 hours. Number of Controlled electives will be increased from 5 to 8-9 hours and will offer several courses that are not French courses. Number of hours will go from 60 to 60-61.
JAPN	1103	Japanese I	MC	Changed title to Elementary Japanese I and the course description.
JAPN	1213	Japanese II	MC	Changed title to Elementary Japanese II and the course description.
JAPN	2113	Intermediate Japanese I	MC	Changed course description and pre reqs.
JAPN	2213	Intermediate Japanese II	MC	Changed course description and pre reqs.
JAPN	2523	Intermediate Japanese Grammar and Composition	MC	Changed course description and pre reqs.
INED	2173	Introduction to Interpreting Ethics	NC	New Course
INED	2183	Field Observation	NC	New Course
INED	2213	American Sign Language to English Interpreting I	SC	Suppress Course
INED	2233	American Sign Language to English Interpreting II	SC	Suppress Course
INED	2292	Survey of Scholarly Literature	NC	New Course
INED	2393	Interpreting I	SC	Suppress Course
INED	2403	Interpreting II	SC	Suppress Course
INED	2443	Interpreting in Specialized Settings	SC	Suppress Course
INED	2613	Interpreting III	SC	Suppress Course
INED	2643	Interpreting Internship	SC	Suppress Course
INED	1423	Introduction to Interpreting	MC	Course title change to Orientation to American Sign Language/English Interpretation
ASLE	2443	Introduction to ASL Linguistics	SC	Suppress Course
ASLE	2823	Cultural Diversity in the Deaf Community	NC	New Course
INED	2273	Cognitive Processing	NC	New Course
AVST	1113	Private Pilot Ground School	MC	Modify course description to include permissions required to enroll in the course.
AVST	1354	Air Traffic Control Tower Operations	MC	Modify course description to include permissions required to enroll in the course. Also changed pre reqs.
AVST	1364	Air Traffic Control Radar Operations I	MC	Modify course description to include permissions required to enroll in the course. Also changed pre reqs and changed the title to Air Traffic Control Operations.
AVST	2213	Instrument Pilot Ground School	MC	Modify course description to include permissions required to enroll in the course.
AVST	2226	Air Traffic Control Radar Operations II	MC	Changing credit hours from 6 to 5 and course description change. Changed number to 2225
AVST	2246	Air Traffic Control Radar Operations III	MC	Changing credit hours from 6 to 5 and course description change. Changed number to 2245
MUSC	1062	Aural Theory I	MC	Changing course to one hour course, number will be 1061. Also changing course description.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
MUSC	1072	Aural Theory II	MC	Changing course to one hour course, number will be 1071. Also changing course description.
RADT	2312	Radiographic Clinical Education III	MC	Changed number of clinical hours.
READ	0123	Critical Academic Reading	MC	Course Description change
MUSC	1612	Class Piano I	MC	Changed from a two hour course to a one hour course. New number will be 1611. Course description change.
MUSC	1622	Class Piano II	MC	Changed from a two hour course to a one hour course. New number will be 1621. Course description change.
MUSC	1632	Class Piano III	MC	Changed from a two hour course to a one hour course. New number will be 1631. Course description change.
MUSC	1642	Class Piano IV	MC	Changed from a two hour course to a one hour course. New number will be 1641. Course description change.
MUSC	2062	Aural Theory III	MC	Changing course to one hour course, number will be 2061. Also changing course description.
MUSC	2072	Aural Theory IV	MC	Changing course to one hour course, number will be 2071. Also changing course description.
		AA American Sign Language, Interpreter Option	MP	Restructured program to set students up for success they need a more solid foundation in competencies that are required to begin interpretation studies. Identifying this need has led toward a revision in curriculum and a new university partnership. Several new courses were created and suppressed to make this change. Hours changed from 69 to 62.
		CER, American Sign Language, Interpreter Education Option	DP	The "certificate" does not prepare students for basic professional interpreting competencies. Effective American Sign Language/English interpreting requires competencies in general knowledge, culture, and languages. Offering a certificate does not equip students for all areas of competency required for a successful career. To become nationally certified pre-professionals must complete an undergraduate degree. For these reasons we are revising the program curriculum for a seamless university transfer and suspending the certificate.
		AS Chemistry	MP	Removed COMM 1113 from required course and added an extra elective in the gen ed.
		AA Communication Arts and Technologies, Communication Option	MP	Suppressing options in mass communication and integrating communication and mass communication into a single program with options of emphasis for students depending on their graduation goals. Aligning our program to help students to easily transfer to primary transfer partners so that they can do so with as little duplication as possible. The proposed change specifically helps our program to support students transferring to OSU, RSU, and NSU among others. Number of hours will remain the same.
		AA Communication Arts and Technologies, Electronic and Broadcast Communication Option	SP	This action is being taken to combine the Communication AA degree options into one degree. Doing so will facilitate transfer from TCC to 4-year programs.
		AA Communication Arts and Technologies, Strategic Communication Option	SP	This action is being taken to combine the Communication AA degree options into one degree. Doing so will facilitate transfer from TCC to 4-year programs.
CSEC	2104	A+	NC	New course for the new Secure Infrastructure Specialist Certificate
CSEC	2204	Network +	NC	New course for the new Secure Infrastructure Specialist Certificate
CSEC	2304	Security +	NC	New course for the new Secure Infrastructure Specialist Certificate
CESC	2404	CompTIA Certification Preparation	NC	New course for the new Secure Infrastructure Specialist Certificate
		CER Secure Infrastructure Specialist Certificate	NP	This program will prepare you with the skills to analyze business operations, support hardware and software systems, and protect against internal and external threats. Throughout the program, you will have the opportunity to validate your skills by earning IT industry recognized CompTIA credentials, including A+, Network+, and Security+. Completion of the certificate program with these credentials will equip you with skillset necessary for employment or advancement in the IT field.
		AS Human Services, Pre Social Work	MP	Modified courses to align with NSU Pre Social Work. Number of hours remain the same.
		AS Marketing	MP	COMM 1113 Public Speaking is no longer a required course for AS degrees. Replacing it with 3 hours of Liberal Arts and Sciences electives will provide students with greater flexibility. Number hours remain the same.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		AA Music	MP	All changes will improve students' transferability to our transfer partners. Piano and Aural Theory classes moved from 2 hours to 1 hour. Number of hours changed from 63-71 to 60-64
		AS Physics	MP	The proposed change is to move COMM 1113 from a general education requirement to a recommended elective. This will reduce the general education requirement hours to 24 and increase the specialized course requirement hours to 36.Total credit hours remains at 60.
		AA Theatre	MP	Removed COMM 1113 from required course and added an extra elective in the gen ed. Also moved THEA 1093 into humanities requirements.
AVST	2262	Air Traffic Control Enroute and Non-Radar	MC	Changed from 2 credit hour to 3 credit hours. New number will be 2263. Also changed the course description and pre req
AVST	2273	Air Traffic Control Career Prep	MC	Changed course description and pre reqs.
AVST	2293	Certified Tower Operator	NC	New Course
		AS Engineering, Electrical Engineering Technology option	MP	Move COMM 1113 from Required Communication section to an option under the General Education Required Elective section. Add ENGR 1111 to the Specialized Course Requirements Section. Add the option of replacing General Physics I with Physics I with Calculus. Remove requirement to take both chemistry and physics II, and replace with option to select one from the following: CHEM 1315, CHEM 1365, PHYS 1214, or PHYS 21245. Add CSCI 1203, which is a prerequisite to the required CSCI 2473. This is to align with transfer partner. Credit hours change from 65-66 to 64-65.
		AA American Sign Language, ASL studies Option	MP	Removed ASLE 2443 Introduction to ASL Linguistics, made ASLE 1413 as a required humanities course, and added a new course to the program and added a gen ed elective. The number of hours will remain the same.
		AAS Air Traffic Control	MP	removing a course AVST1232, adding one course AVST 2293, and changing the credit hours of AVST 2226, AVST 2246, and AVST 2262 to AVST 2225, AVST 2245, and AVST 2263. he removal of AVST1232 will make room for the AVST 2293 which will better meet the needs of our students. The new course credit changes for AVST 2226, AVST 2246, and AVST 2262 to AVST 2225, AVST 2245, and AVST 2263 (respectively) will better reflect the hours of instruction received, and help make room for another class to be offered within the program. Number of hours will remain at 60.
		CER American Sign Language, Interpreter Education	DP	The "certificate" does not prepare students for basic professional interpreting competencies. Effective American Sign Language/English interpreting requires competencies in general knowledge, culture, and languages. Offering a certificate does not equip students for all areas of competency required for a successful career. To become nationally certified pre-professionals must complete an undergraduate degree. For these reasons we are revising the program curriculum for a seamless university transfer and suspending the certificate.
ELET	2232	Industrial Robotics	MC	Changing the pre req to ELET 1212 and adding which semesters the course is offered.
ELET	1523	Unmanned Aerial Vehicles and Systems	SC	Suppress Course
ELET	2514	Microprocessors	SC	Suppress Course
ELET	1463	Composite Materials	SC	Suppress Course
ASLE	1413	Deaf Culture and History	MC	Adding humanities attribute to course
MUSC	2133	Introduction to the History and Literature of Music	MC	Adding humanities attribute to course and course description change.
FREN	2330	French International Seminar and/or Fields Study	MC	Reinstatement of a course and added into AA and CER Programs. This course will be 2333.
		CER World Languages, French	MP	Changed program requirements as a result of the AA changes to the sequence of courses.
PHYS	1114	General Physics I	MC	Course Description change
PHYS	1214	General Physics II	MC	Course Description change
PHIL	1113	Introduction to Philosophy	MC	Adding what semesters the course is offered and a course description change.
HUMN	2553	Introduction to American Humanities	MC	Adding what semesters the course is offered and a course description change.
		CER World Languages, Spanish	MP	Changed program requirements as a result of the AA changes to the sequence of courses.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		CER World Languages, Spanish Interpreting Skills	MP	Changed program requirements as a result of the AA changes to the sequence of courses.
		CER World Languages, Spanish Translating Skills	MP	Changed program requirements as a result of the AA changes to the sequence of courses.
		Healthcare Specialist/Paramedic Advanced EMT Certificate	DP	Lack of student interest. Program office only receives 3-4 inquiries about Advanced EMT each year. Have not conducted course in over 3 years.
BMET	1304	Introduction to Biomedical Electronics	MC	Adding what semesters the course is offered
BMET	2343	Biomedical Electronics Theory II	MC	Adding what semesters the course is offered
BMET	2353	Biomedical Electronics Theory II	MC	Adding what semesters the course is offered
BMET	2373	Biomedical Electronics Clinical	MC	Adding what semesters the course is offered
ELET	1223	Hydraulics and Pneumatics	MC	Adding what semesters the course is offered
ELET	1232	Introduction to Substation Safety	MC	Adding what semesters the course is offered
ELET	1443	Introduction to Alternative Energy	MC	Adding what semesters the course is offered
ELET	1503	Programmable Control	MC	Adding what semesters the course is offered
ELET	2132	Substation Relay Circuits	MC	Adding what semesters the course is offered
ELET	2152	Substation Transformer Circuits	MC	Adding what semesters the course is offered
ELET	2172	Substation Relay Circuits II	MC	Adding what semesters the course is offered
ELET	2215	Digital Circuits	MC	Adding what semesters the course is offered
ELET	2244	Amplifiers I	MC	Adding what semesters the course is offered
ELET	2333	Amplifiers II	MC	Adding what semesters the course is offered
ELET	2525	Wireless Communications	MC	Adding what semesters the course is offered
ELET	2533	Automation Control	MC	Adding what semesters the course is offered
EMSP	1119	Emergency Medical Technician	MC	Reducing lecture hours to 5.
EMSP	2115	Principles of Paramedic I	MC	Modify lecture, lab, and clinical hours for the course.
EMSP	2129	Paramedic Theory and Application I	MC	Modify lecture, lab, and clinical hours for the course.
ENGT	1313	Manufacturing Processes and Procedures	MC	Adding what semesters the course is offered
ENGT	1543	Manufacturing Maintenance	MC	Adding what semesters the course is offered
ENGT	2153	Lean, Six Sigma, Quality Systems	MC	Adding what semesters the course is offered
ENGT	2463	Project Engineering and Management	MC	Adding what semesters the course is offered
GIS	2343	Introduction to Geographic Information Systems	MC	Course Description change
GIS	2354	Computer Cartography	MC	Title changed to Cartography and Geovisualization and course description change.
MCOM	1013	Intro to Mass Communication	MC	Adding what semesters the course is offered
MCOM	1113	Writing for the Mass Media	MC	Adding what semesters the course is offered
MCOM	2103	Principles of Advertising	MC	Adding what semesters the course is offered
MCOM	2023	Electronic Communication	MC	Adding what semesters the course is offered
MCOM	2173	Advanced Broadcasting	MC	Adding what semesters the course is offered
PHIL	1113	Introduction to Philosophy	MC	Course Description change
QCTT	1313	Introduction the Quality	MC	Adding what semesters the course is offered
QCTT	2333	Inspection Principles	MC	Adding what semesters the course is offered
QCTT	2383	Statistical Process Control, Quality Costs, and Audits	MC	Adding what semesters the course is offered
QCTT	2423	Quality Standards, Specifications & ISO 9000	MC	Adding what semesters the course is offered
QCTT	2433	Non-Destructive Testing	MC	Adding what semesters the course is offered +A12:F43
		Fire And Emergency Medical Services Certificate, Advanced Firefighter	DP	Program has been discontinued due to the fact that Tulsa Fire Department chose to partner with Tulsa Tech.