



Annual Student Assessment Report
2016-17 Activity

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Oklahoma State Regents for
Higher Education**

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Section I – Entry Level Assessment and Course Placement

Activities

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

College level course placement was determined by ACT 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 Compass or Accuplacer placement test(s). Due to the discontinuation of the Compass test, TCC switched to the Accuplacer placement tests on May 16, 2016. Students could be placed into appropriate developmental courses based on Compass or Accuplacer test scores.

I-2. How were students determined to need remediation (e.g., cut scores or advising process)?

Academic Advisors reviewed students' records, first considering their ACT scores and previous coursework to determine if a student was college ready. Students who did not have ACT scores or previous coursework placing them in college level courses in math, reading, or writing, were referred by Academic Advising to take appropriate placement tests. Cut scores (Appendix A) were used to determine exact level of placement.

I-3. What options were available for the students to remediate lack of preparedness?

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

- ENGL 0903 – Reading I
- ENGL 0913 – Reading II
- ENGL 0923 – Writing I
- ENGL 0933 – Writing II
- MATH 0003 – Basic Math
- MATH 0013 – Beginning Algebra
- MATH 0055 – Basic Mathematics and Beginning Algebra
- MATH 0105 – Beginning and Intermediate Algebra
- MATH 0123 – Intermediate Algebra

In addition, students needing remediation in math had an opportunity to participate in MathPath, a fast track, 4-week, intensive math review course. At the end of MathPath they were retested and given the opportunity to place in a higher level course. Students who need remediation in Reading I had an opportunity to participate in a similar intensive review that culminated in a chance to retest. Both programs resulted in high rates of students moving up at least one level in their placement.

Students could also study on their own and retake the placement test(s) to allow them to place into college level. Resources to prepare for retesting were available through the TCC Testing Services

website. Students were allowed to take the placement tests twice a semester (not including MathPath or Reading Retest program testing).

Analyses and Findings

I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

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

Table 1. Course Success Rates (percentage of students who earned a C or better in the course) for Developmental and Gateway Courses

| Area | Course | Summer 2016 | | Fall 2016 | | Spring 2017 | |
|---------|-----------|------------------------|----------------------------|------------------------|----------------------------|------------------------|----------------------------|
| | | # 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 | 12 | 58.3% | 425 | 62.4% | 178 | 64.6% |
| | ENGL 0933 | 77 | 72.4% | 459 | 60.3% | 319 | 63.0% |
| | ENGL 1113 | 338 | 76.6% | 3,104 | 71.5% | 1,489 | 64.2% |
| Reading | ENGL 0903 | | | 250 | 65.6% | 133 | 69.2% |
| | ENGL 0913 | 30 | 73.3% | 426 | 66.7% | 264 | 65.5% |
| | HIST 1483 | 187 | 72.0% | 916 | 65.0% | 677 | 67.6% |
| | HIST 1493 | 357 | 79.8% | 1,670 | 69.5% | 1,423 | 63.2% |
| Math | MATH 0003 | 57 | 63.2% | 699 | 52.9% | 294 | 59.7% |
| | MATH 0013 | 79 | 55.7% | 801 | 52.1% | 619 | 55.6% |
| | MATH 0055 | 19 | 36.8% | 266 | 58.6% | 141 | 44.7% |
| | MATH 0105 | 81 | 58.0% | 424 | 50.9% | 387 | 53.4% |
| | MATH 0123 | 187 | 57.2% | 745 | 53.3% | 555 | 50.7% |
| | MATH 1473 | 36 | 44.4% | 99 | 67.7% | 90 | 82.2% |
| | MATH 1513 | 450 | 69.3% | 1,944 | 68.7% | 1,716 | 70.9% |

As can be seen in Table 1, developmental writing had success rates ranging from 58.3% to 72.4%. However, the typical success rate is in the low to mid 60's. Composition I had success rates ranging from 64.2% to 76.6%. Developmental reading had success rates ranging from 65.5% to 73.3%. Gateway history courses had success rates ranging from 63.2% to 79.8%. Developmental math courses had success rates ranging from 36.8% to 63.2%, with the majority of success rates falling in the low to mid 50s. Gateway math courses had success rates ranging from 44.4% to 82.2%, with the majority of rates falling right at 70%. Generally, students perform better in summer classes according to this data.

Of the 3,651 first-time entering, credential-seeking students in the fall 2016, 1,027 (28.1%) placed in developmental writing: 568 (15.6%) one level below college level; and, 459 (12.6%) two levels below college level. 851 (23.3%) placed in developmental reading: 508 (13.9%) one level below college level; and, 343 (9.4%) two levels below college level. 2,249 (61.6%) placed into developmental mathematics: 221 (6.1%) one level below college level; 937 (25.7%) two levels below college level; and, 1,091 (29.9%) three levels below college level. The following tables provide the enrollment and success rates for students in the Fall 2016 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2016 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental and Gateway Writing Courses Based on Placement Level

| | | Student Placement | | | | | | | |
|---------------------|--------------------|-------------------|--------------|-----------------------------|--------------|------------------------------|--------------|--------------|-------------|
| | | College Level | | 1 Level Below College Level | | 2 Levels Below College Level | | No Test Data | |
| Total Cohort | | 2,470 | 67.7% | 568 | 15.6% | 459 | 12.6% | 154 | 4.2% |
| ENGL 0923 | Took | 10 | 0.4% | 65 | 11.4% | 329 | 71.7% | 6 | 3.9% |
| | Earned C or better | 5 | 0.2% | 40 | 7.0% | 221 | 48.1% | 4 | 2.6% |
| ENGL 0933 | Took | 25 | 1.0% | 358 | 63.0% | 114 | 24.8% | 0 | |
| | Earned C or better | 12 | 0.5% | 236 | 41.5% | 72 | 15.7% | 0 | |
| ENGL 1113 | Took | 1,710 | 69.2% | 197 | 34.7% | 21 | 4.6% | 6 | 3.9% |
| | Earned C or better | 1,189 | 48.1% | 134 | 23.6% | 9 | 2.0% | 6 | 3.9% |

Of the 3,651 first-time entering, credential-seeking students in the fall of 2016, 1,934 (53.0%) took Composition I (ENGL 1113), and 1,338 (69.2%) of those students successfully completed the course. Of the 1,027 students who placed into developmental writing at any level, 218 (21.2%) took Composition I (ENGL 1113), with 143 (65.6%) of those students successfully completing the course. 329 (71.7%) of the 459 students who placed two levels below college level took Writing I; 221 (67.2%) of those students successfully completed Writing I in their first year. 358 (63.0%) of the 568 students who placed one level below college level took Writing II; 236 (65.9%) of those students successfully completed Writing II in their first year. 1,710 (69.2%) of the students who were deemed college ready in writing took Composition I; 1,189 (69.5%) of those students earned a C or better in Composition I in their first year.

Table 3. Fall 2016 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental and Gateway Reading Courses Based on Placement Level

| | | Student Placement | | | | | | | |
|---------------------|--------------------|-------------------|--------------|-----------------------------|--------------|------------------------------|-------------|--------------|-------------|
| | | College Level | | 1 Level Below College Level | | 2 Levels Below College Level | | No Test Data | |
| Total Cohort | | 2,670 | 73.1% | 508 | 13.9% | 343 | 9.4% | 130 | 3.6% |
| ENGL 0903 | Took | 1 | 0.0% | 37 | 7.3% | 226 | 65.9% | 4 | 3.1% |
| | Earned C or better | 0 | 0.0% | 30 | 5.9% | 149 | 43.4% | 4 | 3.1% |
| ENGL 0913 | Took | 11 | 0.4% | 377 | 74.2% | 98 | 28.6% | 2 | 1.5% |
| | Earned C or better | 11 | 0.4% | 256 | 50.4% | 71 | 20.7% | 2 | 1.5% |
| HIST 1483 | Took | 520 | 19.5% | 39 | 7.7% | 8 | 2.3% | 6 | 4.6% |

| | | | | | | | | | |
|-----------|--------------------|-----|-------|----|-------|----|------|---|------|
| | Earned C or better | 344 | 12.9% | 20 | 3.9% | 4 | 1.2% | 4 | 3.1% |
| HIST 1493 | Took | 971 | 36.4% | 74 | 14.6% | 14 | 4.1% | 7 | 5.4% |
| | Earned C or better | 643 | 24.1% | 35 | 6.9% | 2 | 0.6% | 2 | 1.5% |

Of the 3,651 first-time entering, credential-seeking students in the fall of 2016, 1,639 (44.9%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), and 1,054 (64.3%) of those students successfully completed the course. Of the 851 students who placed into developmental reading at any level, 135 (15.9%) took either Pre- or Post-Civil War History (HIST 1483 or HIST 1493), with 61 (45.2%) of those students successfully completing the course. 226 (65.9%) of the 343 students who placed two levels below college level took Reading I; 149 (65.9%) of those students successfully completed Reading I in their first year. 377 (74.2%) of the 508 students who placed one level below college level took Reading II; 256 (67.9%) of those students successfully completed Reading II in their first year. 1,491 (55.8%) of the students who were deemed college ready in reading took Pre- or Post-civil War History; 987 (66.2%) of those students earned a C or better.

Table 4. Fall 2016 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental and Gateway 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 | | No Test Data | |
| Total Cohort | | 1,229 | 33.7% | 221 | 6.1% | 937 | 25.7% | 1,091 | 29.9% | 173 | 4.7% |
| MATH 0003 | Took | 3 | 0.2% | 6 | 2.7% | 47 | 5.0% | 575 | 52.7% | 3 | 1.7% |
| | Earned C or better | 2 | 0.2% | 3 | 1.4% | 32 | 3.4% | 328 | 30.1% | 2 | 1.2% |
| MATH 0013 | Took | 16 | 1.3% | 5 | 2.3% | 474 | 50.6% | 179 | 16.4% | 3 | 1.7% |
| | Earned C or better | 5 | 0.4% | 4 | 1.8% | 279 | 29.8% | 98 | 9.0% | 2 | 1.2% |
| MATH 0055 | Took | 2 | 0.2% | 5 | 2.3% | 30 | 3.2% | 173 | 15.9% | 3 | 1.7% |
| | Earned C or better | 1 | 0.1% | 4 | 1.8% | 17 | 1.8% | 103 | 9.4% | 3 | 1.7% |
| MATH 0105 | Took | 18 | 1.5% | 5 | 2.3% | 265 | 28.3% | 85 | 7.8% | 6 | 3.5% |
| | Earned C or better | 12 | 1.0% | 3 | 1.4% | 146 | 15.6% | 44 | 4.0% | 3 | 1.7% |
| MATH 0123 | Took | 56 | 4.6% | 167 | 75.6% | 123 | 13.1% | 45 | 4.1% | 1 | 0.6% |
| | Earned C or better | 41 | 3.3% | 117 | 52.9% | 61 | 6.5% | 21 | 1.9% | 0 | 0.0% |
| MATH 1473 | Took | 26 | 2.1% | 0 | 0.0% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% |
| | Earned C or better | 18 | 1.5% | 0 | | 0 | 0.0% | 0 | | 0 | |
| MATH 1513 | Took | 612 | 49.8% | 84 | 38.0% | 134 | 14.3% | 18 | 1.6% | 1 | 0.6% |
| | Earned C or better | 412 | 33.5% | 57 | 25.8% | 91 | 9.7% | 11 | 1.0% | 1 | 0.6% |

Of the 3,651 first-time entering, credential-seeking students in the fall of 2016, 876 (24.0%) took either Math for Critical Thinking or College Algebra (MATH 1473 or MATH 1513), and 590 (67.4%) of those students successfully completed the course. Of the 2,249 students who placed into developmental math at any level, 237 (10.5%) took either Math for Critical Thinking or College Algebra (MATH 1473 or MATH 1513), with 159 (67.1%) of those students successfully completing the course. 754 (69.1%) of the 1,091 students who placed three levels below college level took

MATH 0003 or 0013; 426 (56.5%) of those students successfully completed these courses in their first year. 295 (31.5%) of the 937 students who placed two levels below college level took MATH 0055 or 0105; 163 (55.3%) of those students successfully completed these courses in their first year. 167 (75.6%) of the 221 students who placed one level below college level took MATH 0123; 117 (71.8%) of those students successfully completed this course in their first year. 638 (51.9%) of the students who were deemed college ready in math took Math for Critical Thinking or College Algebra; 430 (67.4%) of those students earned a C or better.

Changes Made

During the 2016-17 academic year, the faculty in the writing faculty created a full-scale co-requisite model for writing remediation. The reading and history faculty began building a co-requisite model for reading remediation that includes history as the college level co-requisite course. The math faculty created a full-scale co-requisite model that included a revamped curriculum to allow for two math pathways (quantitative reasoning and pre-calculus). In doing this work, they had to reconfigure their placement test schemes to fit the new course model and to include multiple measures. Possible new placement tests were piloted during the summer of 2016. Students were given the new placement tests in addition to the current placement tests. This included the Writeplacer (a computer-scored essay test), and the Success Navigator (a non-cognitive assessment). Both tests were put into place officially for the summer and fall 2017 placement testing process. The faculty within those departments examined course success rates compared with possible cut scores on the new placement tests.

As a result, the math department began using the Accuplacer Next-Generation math tests because they are more appropriately aligned with the two math pathways. They also added the use of high school GPA as a multiple measure for students near a cut score for a particular course. Writing faculty used data from the Writeplacer and Success Navigator English placement score pilots and determined cut scores that included using Success Navigator scores for advancement of students on the cusp of a particular course placement. Reading faculty used pilot data to make changes to the Accuplacer Reading cut scores and include the Success Navigator English placement score to advance students on the cusp of a particular cut score. These new cut scores can be seen in Appendix B and were implemented in March of 2017 for summer and fall 2017 enrollments.

Section II –General Education Assessment

Administering Assessment

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

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

learning outcomes assessment processes and expectations. Thus, the 2015-16 and 2016-17 years were infrastructure building years. As explained in the approved assessment plan, no direct assessment data was collected during the 2016-17 academic year.

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 will be collected typically by embedded assessments within the curriculum. However, some programs will use standardized exams as required by their program accrediting bodies. Student Affairs will 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. During the 2016-17 academic year, each of these groups developed an assessment plan addressing the ILOs in addition to other outcomes.

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

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

The timeline for the three-year cycle of data collection (DC), data analysis and evaluation (A&E), and change implementation (IC) for the ILOs is outlined the table below.

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

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

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

No direct assessment data were collected for the ILOs during the 2016-17 academic year, as we were still building the infrastructure for this assessment plan. However, we began collecting indirect assessment data through the end-of-term course feedback surveys in the Spring 2017 semester.

All students in all Spring 2017 courses received an invitation to complete these surveys through their course site in Blackboard. The survey was made available through a link in the invitation email as well as a link directly in the course site. Once the student had submitted the survey, the link becomes inactive. The survey had no student identifying information. The survey had 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.

No direct assessment data were collected for the ILOs during the 2016-17 academic year, as we were still building the infrastructure for this assessment plan. 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?

Program faculty spent the year developing Program Assessment Plans, which included creating Program Learning Outcomes that align with the ILOs, identifying in which classes data would be collected, and identifying by what embedded assessments data would be collected. Programs are finalizing those plans this semester (Fall 2017).

Analyses and Findings

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

As stated previously, no direct assessment data were collected for our ILOs during the 2016-17 academic year, as we were still building the infrastructure for this assessment plan. However, indirect assessment data was collected in the Spring 2017 semester using the new end-of-course feedback surveys. This new survey included one question per Institutional Learning Outcome. The data for the institution overall and by course discipline can be found in the table below. This data were provided at instructor level, course level, and discipline level to the Deans and Department Chairs to assist program faculty in making improvements to their curriculum. As an institution, across all courses, the average for all four ILOs is above a 4.0 on a 5-point scale, with the highest

ratings for developing critical thinking skills and a sense of social responsibility. However, it should be noted that response rates were very low for this term. The Director of IR&A is working with faculty members to improve the response rate on these surveys.

Table 6. Means and Standard Deviations for ILO Development in the Spring 2017 Semester.

| 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 | 6,469 | 4.04 (1.102) | 4.34 (0.981) | 4.11 (1.078) | 4.34 (0.929) |
| Accounting | 155 | 3.74 (1.129) | 4.26 (1.110) | 3.72 (1.182) | 4.18 (1.035) |
| Allied Health | 56 | 4.34 (0.837) | 4.61 (0.652) | 4.29 (0.868) | 4.55 (0.685) |
| American Sign Language | 60 | 4.63 (0.736) | 4.32 (0.983) | 4.50 (1.000) | 4.50 (1.033) |
| Art | 63 | 3.90 (1.228) | 4.17 (1.225) | 3.83 (1.212) | 4.14 (1.134) |
| Astronomy | 13 | 3.77 (1.166) | 4.46 (1.050) | 3.92 (1.256) | 4.15 (0.987) |
| Aviation Sciences Technology | 8 | 4.25 (0.707) | 4.13 (0.991) | 3.00 (1.414) | 3.88 (0.835) |
| Biology | 621 | 3.97 (1.066) | 4.34 (1.004) | 4.10 (1.062) | 4.40 (0.927) |
| Biomedical Equipment Technology | 1 | 4.00 (0.000) | 4.00 (0.000) | 4.00 (0.000) | 4.00 (0.000) |
| Biotechnology | 9 | 3.67 (1.118) | 4.56 (0.527) | 4.22 (0.972) | 4.78 (0.441) |
| Business | 114 | 4.09 (1.035) | 4.31 (0.923) | 4.06 (1.058) | 4.22 (0.948) |
| Cardiovascular Technology | 8 | 4.00 (0.756) | 5.00 (0.000) | 4.00 (0.756) | 5.00 (0.000) |
| Chemistry | 190 | 3.77 (1.052) | 4.36 (0.919) | 3.98 (1.017) | 4.29 (0.888) |
| Child Development | 112 | 4.47 (0.827) | 4.58 (0.693) | 4.59 (0.665) | 4.64 (0.683) |
| Communication | 179 | 4.59 (0.818) | 4.33 (0.959) | 4.30 (1.037) | 4.34 (1.017) |
| Computer Information Systems | 284 | 3.79 (1.184) | 4.35 (0.945) | 3.68 (1.185) | 4.21 (1.092) |
| Criminal Justice | 32 | 4.00 (1.016) | 4.53 (0.718) | 4.34 (0.787) | 4.31 (0.965) |
| Dental Hygiene | 17 | 4.35 (0.996) | 4.65 (0.493) | 4.59 (1.064) | 4.88 (0.926) |
| Diagnostic Medical Sonography | 4 | 4.25 (0.500) | 4.75 (0.500) | 5.00 (0.000) | 4.50 (0.577) |
| Drafting And Engineering Technology | 8 | 3.50 (1.309) | 3.88 (0.991) | 3.25 (1.389) | 3.88 (0.835) |
| Economics | 151 | 4.13 (0.936) | 4.60 (0.654) | 4.50 (0.774) | 4.55 (0.797) |
| Electronics Technology | 19 | 3.89 (0.459) | 4.37 (0.684) | 3.53 (0.697) | 3.79 (0.713) |
| Emergency Medical Service Professional | 12 | 4.50 (0.522) | 4.00 (1.279) | 3.50 (1.567) | 3.50 (1.567) |
| Engineering | 74 | 3.85 (1.143) | 4.35 (0.999) | 3.96 (1.091) | 4.20 (1.110) |
| Engineering Technology | 3 | 4.33 (1.155) | 4.33 (1.155) | 3.67 (1.155) | 3.67 (1.155) |
| English | 692 | 4.24 (1.070) | 4.37 (0.992) | 4.09 (1.103) | 4.35 (1.025) |
| English - Developmental | 106 | 4.58 (0.883) | 4.60 (0.739) | 4.44 (0.937) | 4.55 (0.794) |
| English as a Second Language | 16 | 4.44 (0.814) | 4.38 (0.619) | 4.13 (0.885) | 4.13 (0.719) |
| Fire and Emergency Medical Services | 9 | 4.33 (1.000) | 4.33 (1.000) | 4.33 (1.000) | 4.33 (1.000) |

| 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) |
| French | 23 | 4.52 (1.082) | 4.35 (1.191) | 3.83 (1.267) | 4.26 (1.054) |
| Geography | 14 | 3.86 (0.864) | 4.36 (0.842) | 4.36 (0.745) | 4.36 (0.745) |
| Geography - Cultural | 21 | 4.05 (1.161) | 4.33 (0.856) | 4.43 (0.811) | 4.38 (0.740) |
| Geology | 12 | 3.83 (0.835) | 4.33 (0.779) | 4.33 (0.779) | 4.33 (0.779) |
| German | 4 | 4.25 (0.957) | 4.25 (0.957) | 4.25 (1.500) | 4.00 (1.414) |
| Health Information Technology | 372 | 3.70 (1.226) | 4.10 (1.129) | 3.94 (1.191) | 4.11 (1.180) |
| History | 58 | 4.00 (1.060) | 4.07 (1.090) | 4.05 (1.050) | 4.29 (0.918) |
| Horticulture | 4 | 4.00 (0.817) | 4.00 (1.155) | 4.50 (0.577) | 4.50 (0.577) |
| Human Resources | 22 | 4.55 (0.963) | 4.73 (0.550) | 4.45 (0.858) | 4.68 (0.568) |
| Human Services | 50 | 4.44 (1.033) | 4.50 (0.953) | 4.66 (0.745) | 4.60 (0.782) |
| Humanities | 205 | 4.04 (1.093) | 4.30 (1.003) | 4.13 (1.070) | 4.25 (1.103) |
| Information Technology Convergence | 13 | 3.54 (1.127) | 4.15 (1.068) | 3.77 (1.235) | 4.15 (0.899) |
| Interior Design | 24 | 4.21 (0.833) | 4.42 (0.830) | 4.29 (0.859) | 4.67 (0.565) |
| Interpreter Education | 8 | 4.75 (0.707) | 4.38 (0.518) | 4.38 (0.916) | 4.50 (0.926) |
| Japanese | 11 | 4.55 (1.214) | 4.64 (0.505) | 4.09 (0.944) | 4.73 (0.647) |
| Journalism/Mass Communication | 24 | 4.00 (1.104) | 3.75 (1.189) | 3.92 (0.929) | 4.04 (0.951) |
| Management | 49 | 4.31 (0.769) | 4.27 (1.151) | 4.27 (0.836) | 4.57 (0.707) |
| Marketing | 18 | 4.72 (0.461) | 4.56 (0.616) | 4.28 (0.752) | 4.50 (0.752) |
| Mathematics | 417 | 3.49 (1.248) | 4.31 (1.076) | 3.66 (1.234) | 4.22 (1.103) |
| Mathematics - Developmental | 218 | 3.74 (1.147) | 4.29 (0.957) | 3.87 (1.138) | 4.32 (0.980) |
| Medical Laboratory Technology | 19 | 4.63 (0.684) | 4.32 (1.565) | 4.32 (1.565) | 4.32 (1.565) |
| Music | 57 | 3.44 (1.376) | 3.53 (1.428) | 3.98 (1.126) | 3.68 (1.649) |
| Native American Studies | 4 | 3.75 (1.893) | 3.75 (1.893) | 4.25 (1.500) | 4.00 (2.000) |
| Nursing | 4,599 | 4.34 (0.922) | 4.48 (0.879) | 4.40 (0.884) | 4.47 (0.857) |
| Occupational Therapy Assistant | 63 | 4.30 (0.835) | 4.32 (0.877) | 4.32 (0.800) | 4.33 (0.803) |
| Paralegal | 25 | 4.32 (0.690) | 4.76 (0.523) | 4.36 (0.638) | 4.52 (0.586) |
| Philosophy | 35 | 3.77 (1.060) | 4.40 (1.063) | 3.91 (1.095) | 4.09 (1.095) |
| Physical Education | 61 | 4.18 (0.847) | 4.33 (0.790) | 4.48 (0.744) | 4.66 (0.602) |
| Physical Science | 38 | 3.74 (1.178) | 4.24 (0.913) | 3.97 (1.241) | 4.21 (1.212) |
| Physical Therapy Assistant | 65 | 4.23 (0.766) | 4.58 (0.583) | 4.29 (0.931) | 4.51 (0.687) |
| Physics | 67 | 3.36 (1.227) | 4.15 (1.158) | 3.55 (1.145) | 3.94 (1.140) |
| Political Science | 331 | 3.81 (1.163) | 4.21 (1.036) | 4.13 (1.130) | 4.27 (1.024) |
| Psychology | 365 | 4.01 (1.189) | 4.25 (1.083) | 4.19 (1.019) | 4.38 (0.964) |
| Quality Technology | 7 | 4.00 (1.528) | 4.00 (1.528) | 3.29 (1.799) | 3.43 (1.813) |
| Radiography | 34 | 4.26 (1.238) | 4.32 (1.249) | 4.41 (1.104) | 4.62 (0.739) |

| 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) |
| Religious Studies | 20 | 3.95 (1.099) | 4.30 (1.218) | 4.05 (1.191) | 4.25 (1.251) |
| Respiratory Care | 24 | 4.50 (0.659) | 4.63 (0.647) | 4.50 (0.659) | 4.83 (0.381) |
| Russian | 3 | 5.00 (0.000) | 4.67 (0.577) | 4.67 (0.578) | 4.67 (0.577) |
| Sociology | 133 | 4.19 (0.994) | 4.41 (0.921) | 4.48 (0.942) | 4.37 (1.033) |
| Spanish | 89 | 4.64 (0.727) | 4.44 (0.797) | 4.42 (0.766) | 4.53 (0.755) |
| Theatre | 12 | 4.33 (0.985) | 4.08 (1.311) | 4.08 (1.505) | 4.08 (1.505) |
| Veterinary Technology | 143 | 3.97 (1.138) | 4.45 (0.828) | 4.03 (1.041) | 4.33 (0.829) |

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

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

As part of our strategic planning and pathways work, the Institutional Research & Assessment office conducts annual data analysis that examines progress of our first-time entering, credential seeking cohorts. This analysis includes calculating developmental placement rates, fall-to-fall retention rates, first-year remediation success rates, first-year credit earning rates, three-year graduation rates, and three-year success rates (graduate and/or transfer to a four-year institution). The developmental placement rates for the Fall 2016 cohort was 68.0%, compared to 64.6% for the Fall 2015 cohort. Fall-to-fall retention rate was 62.1% for the Fall 2016 cohort, up from 60.4% for the Fall 2015 cohort. First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) for Fall 2016 was up 1.9% from Fall 2015 (24.9% vs. 23.0%). In the Fall 2016 cohort, 31.7% completed at least 24 college credits within their first year. This is compared to 30.1% for Fall 2015 students. The three-year graduation rate for full-time students in the Fall 2014 cohort was 15.1%, only slightly down from 15.8% for Fall 2013 cohort students. Three-year success rate (percent of cohort who graduates from TCC and/or transfers to a four-year institution within three years) for the Fall 2014 cohort was 34.3%, again slightly down from 35.5% for the Fall 2013 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 has resulted in our joining the Equity Scorecard project as well as has been used to design other projects and initiatives across the institution.

In addition, the IR&A office conducts multiple annual analyses for different programs or initiatives across the institution. TCC annually updates the Tulsa Achieves Scorecard to track college readiness, success in gateway courses, retention rates, graduation and transfer rates, and volunteer service. Consistently, Tulsa Achieves students perform better than their non-TA peers on all variables listed above. We find similar results when analyzing concurrent student success variables. Students who attended TCC as concurrent students are consistently better performers than their

non-concurrent student peers. Data from these different reports, and many others, can be found on TCC’s IR&A website.

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

As indicated in our approved assessment plan, no direct assessment data was collected for our ILOs during the 2016-17 academic year, as we were still building the infrastructure for this assessment plan. We currently have a General Education Committee under the guidance of our General Education Coordinator (a faculty member with reassigned time dedicated to general education program work). This committee has been tasked with streamlining our general education requirements and offerings to align better with our university transfer partners and workforce needs. Part of this work will also be to ensure that for a course to make the general education list, faculty must incorporate the active development of all four ILOs in the course’s curriculum.

Section III – Program Outcomes

Administering Assessment

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

As stated in the assessment plan for the 2016-17 academic year, programs were developing their Program Learning Outcomes (PLOs) and Program Assessment Plans (PAPs) in alignment with their program maps (as part of the pathways project) that outline the 2-3 year course plan for a student in that major. To ensure that they had ample resources to dedicate to this work, no program was required internally to college program outcomes data. Thus, no learning outcomes assessment data was collected for PLOs during the 2016-17 academic year. Programs are collecting data according to their PAP during the 2017-18 academic year.

While no learning outcomes data was collected, many of our programs report annually the pass rates of their students on third-party licensure and certification exams. These data are included in the table below. TCC’s overall licensure pass rate was up during the 2016-17 academic year (91.3%) compared to the previous academic year (87.7%).

Table 7. Third-Party Exam Results for TCC Students during the 2016-17 Academic Year.

| Program | School | Pass | Total | % Pass Rate |
|---|------------------------------------|------|-------|-------------|
| Aviation | Engineering and Applied Technology | 31 | 37 | 83.8% |
| Cardiovascular Technology | Health Sciences | 12 | 15 | 80.0% |
| Dental Hygiene - Written (national) | Health Sciences | 14 | 14 | 100.0% |
| Dental Hygiene - WREB (state - clinical) | Health Sciences | 14 | 14 | 100.0% |
| Dental Hygiene - State (Oklahoma Jurisprudence) | Health Sciences | 14 | 14 | 100.0% |

| Program | School | Pass | Total | % Pass Rate |
|---|----------------------------|------------|------------|--------------|
| Diagnostic Medical Sonography - AART or ADRMS | Health Sciences | 23 | 27 | 85.2% |
| Digital Media - Adobe | Visual and Performing Arts | 15 | 19 | 78.9% |
| Health Information Technology | Health Sciences | 7 | 11 | 63.6% |
| Medical Laboratory Technician | Health Sciences | 9 | 10 | 90.0% |
| Nursing - NCLEX | Health Sciences | 135 | 144 | 93.8% |
| Occupational Therapy Assistant | Health Sciences | 16 | 17 | 94.1% |
| Pharmacy Technician | Health Sciences | 5 | 7 | 71.4% |
| Physical Therapy Assistant | Health Sciences | 19 | 19 | 100.0% |
| Radiography Technician | Health Sciences | 23 | 24 | 95.8% |
| Respiratory Therapy | Health Sciences | 15 | 15 | 100.0% |
| Veterinary Technology (state) | Health Sciences | 20 | 20 | 100.0% |
| Veterinary Technology (national) | Health Sciences | 17 | 19 | 89.5% |
| Overall TCC Pass Rate | | 389 | 426 | 91.3% |

During the 2016-17 academic year, a total of 2,327 degrees and certificates were awarded. These awards are broken down by program in Table 8 below.

Table 8. Graduates by Major for 2016-17.

| School | Program Code | Program Description | Summer 2016 | Fall 2016 | Spring 2017 | Total |
|-----------------------------------|--------------|--------------------------------|-------------|-----------|-------------|-------|
| Business & Information Technology | AA_SOC_PLGL | AA Social Science: Paralegal | 1 | 2 | 4 | 7 |
| Business & Information Technology | AAS_ACC_ACAA | AAS Acct Assoc: Acct Spec | | 1 | 4 | 5 |
| Business & Information Technology | AAS_ACC_ACSS | AAS Acct Assoc: Software Spec | | 1 | | 1 |
| Business & Information Technology | AAS_BUS_BADC | AAS Busn: Admin Careers | | | 1 | 1 |
| Business & Information Technology | AAS_BUS_BUSN | AAS Business | 2 | 5 | 5 | 12 |
| Business & Information Technology | AAS_CIS_CSCN | AAS IT: Networking/Cloud Comp | 3 | 2 | 2 | 7 |
| Business & Information Technology | AAS_CIS_CSIT | AAS IT: Information Technology | 3 | 4 | 10 | 17 |
| Business & Information Technology | AAS_CIS_CSPR | AAS IT: Programming | | 1 | 4 | 5 |
| Business & Information Technology | AAS_CIS_CSSS | AAS IT: Systems Support Tech | | 1 | 2 | 3 |
| Business & Information Technology | AAS_CIS_CSWD | AAS IT: Web Development | | 1 | 1 | 2 |
| Business & Information Technology | AAS_CIS_CSWM | AAS IT: Website Management | | 1 | | 1 |
| Business & Information Technology | AAS_GRI_GRP | AAS Graphics/Imaging Tech | 1 | 1 | 2 | 4 |
| Business & Information Technology | AAS_HR_HRES | AAS Human Resources | 1 | 2 | 1 | 4 |
| Business & Information Technology | AAS_MGT_MNGT | AAS Management | | | 2 | 2 |
| Business & Information Technology | AAS_MKT_MKTG | AAS Marketing | 1 | 4 | 4 | 9 |
| Business & Information Technology | AAS_PLG_PLEG | AAS Paralegal | 2 | 1 | 1 | 4 |
| Business & Information Technology | AS_BUS_ACCT | AS Business: Accounting | 19 | 33 | 40 | 92 |
| Business & Information Technology | AS_BUS_BADM | AS Business: Bus Admin | 59 | 75 | 111 | 245 |
| Business & Information Technology | AS_BUS_ECON | AS Business: Economics | | 2 | 1 | 3 |
| Business & Information Technology | AS_BUS_HCBO | AS Business: Hlth Care Bus Ops | | | 1 | 1 |
| Business & Information Technology | AS_BUS_MGMT | AS Business: Management | 2 | 7 | 15 | 24 |
| Business & Information Technology | AS_BUS_MIS | AS Business: Mgmt Info Systems | 2 | 2 | 4 | 8 |
| Business & Information Technology | AS_CIS_CISA | AS Computer Info Systems | 8 | 12 | 28 | 48 |
| Business & Information Technology | AS_INB_INBU | AS International Business | | 1 | 4 | 5 |

| School | Program Code | Program Description | Summer 2016 | Fall 2016 | Spring 2017 | Total |
|-----------------------------------|--------------|--------------------------------|-------------|-----------|-------------|-------|
| Business & Information Technology | AS_MKT_MKTS | AS Marketing | 1 | 4 | 8 | 13 |
| Business & Information Technology | CER_ACC_ACIT | CER Acct: Income Tax Spec | 1 | 3 | 1 | 5 |
| Business & Information Technology | CER_ACC_ACPA | CER Acct: Payroll Admin Spec | | 5 | 5 | 10 |
| Business & Information Technology | CER_ACC_ACSA | CER Acct: Acct Software Spec | | 2 | | 2 |
| Business & Information Technology | CER_ACC_ACSP | CER Acct: Acct Specialist | | | 1 | 1 |
| Business & Information Technology | CER_BUS_BACG | CER Busn: Admin Careers_Gen | | | 1 | 1 |
| Business & Information Technology | CER_CIS_BCUC | CER IT: Business Computer User | 3 | 10 | 33 | 46 |
| Business & Information Technology | CER_CIS_CSLC | CER IT: Networking/Cloud Compu | | 1 | | 1 |
| Business & Information Technology | CER_HR_HRCE | CER Human Resources | | 1 | | 1 |
| Business & Information Technology | CER_PRM_PRMC | CER Project Management | | 3 | 2 | 5 |
| Child Development & Education | AA_EDU_EDUC | AA Pre_Educ: Elem & Secondary | 7 | 19 | 27 | 53 |
| Child Development & Education | AA_EDU_PHED | AA Pre-Education: Physical Edu | | | 2 | 2 |
| Child Development & Education | AAS_CHD_CDED | AAS Child Dev: Early Childhood | 2 | 2 | 2 | 6 |
| Child Development & Education | AAS_CHD_CDIT | AAS Child Dev: Infant/Toddler | | 1 | 7 | 8 |
| Child Development & Education | AS_CHD_CDCF | AS Child Dev: Child/Family_OSU | | | 1 | 1 |
| Child Development & Education | AS_CHD_CDEN | AS Child Dev: Human/Family_NSU | 1 | 2 | 1 | 4 |
| Child Development & Education | AS_CHD_ECEN | AS Child Dev: Early Chd Ed_NSU | | 2 | 3 | 5 |
| Child Development & Education | AS_CHD_ECEO | AS Child Dev: Early Chd Ed_OU | 6 | 3 | 5 | 14 |
| Child Development & Education | CER_CHD_CDAC | CER Child Dev: Cred Prep_CDA | 1 | 6 | 2 | 9 |
| Child Development & Education | CER_CHD_CDCM | CER Child Dev: Cert of Mastery | 3 | 17 | 12 | 32 |
| Child Development & Education | CER_CHD_CDEC | CER Child Dev: Early Child COM | | 1 | | 1 |
| Child Development & Education | CER_CHD_CDIM | CER Child Dev: Inf/Tod Mastery | | 1 | 2 | 3 |
| Child Development & Education | CER_CHD_CDTI | CER Child Dev: Infant/Tod COM | | 2 | 1 | 3 |
| Engineering & Applied Technology | AAS_AVS_AIRT | AAS Aviation Sciences: ATC | 3 | | 5 | 8 |
| Engineering & Applied Technology | AAS_AVS_AVMG | AAS Aviation Sci: Management | | 2 | 1 | 3 |
| Engineering & Applied Technology | AAS_AVS_AVMT | AAS Aviation Sci: Maintenance | | 3 | 2 | 5 |
| Engineering & Applied Technology | AAS_AVS_AVPP | AAS Aviation Sci: Prof Pilot | 1 | | | 1 |
| Engineering & Applied Technology | AAS_ELE_ELAE | AAS ELET: Alternative Energy | | | 1 | 1 |
| Engineering & Applied Technology | AAS_ELE_ELET | AAS ELET: Elect Technologist | 1 | | 1 | 2 |
| Engineering & Applied Technology | AAS_ELE_ELNN | AAS ELET: Nanotechnology | 1 | | | 1 |
| Engineering & Applied Technology | AAS_ELE_ELST | AAS ELET: Elect Substation | 2 | 1 | 3 | 6 |
| Engineering & Applied Technology | AAS_EMT_EMPA | AAS FEMS Health Spec/Paramedic | 6 | 3 | 1 | 10 |
| Engineering & Applied Technology | AAS_EMT_EMTB | AAS FEMS Firefighter/EMT | 5 | 2 | 1 | 8 |
| Engineering & Applied Technology | AAS_ENG_DRAF | AAS Engr Tech: Draft & Design | | 6 | 4 | 10 |
| Engineering & Applied Technology | AAS_ENG_MANU | AAS Engr Tech: Manufacturing | | 1 | | 1 |
| Engineering & Applied Technology | AAS_ENG_QUAL | AAS Engr Tech: Quality Tech | | 2 | | 2 |
| Engineering & Applied Technology | AAS_FEM_FEMS | AAS Fire/Emerg Med Svcs Tech | | 1 | 3 | 4 |
| Engineering & Applied Technology | AAS_HT_HORT | AAS Horticulture Technology | 4 | | 1 | 5 |
| Engineering & Applied Technology | AS_EGR_ENCP | AS Computer Engineering | 2 | 1 | 2 | 5 |
| Engineering & Applied Technology | AS_EGR_ENEE | AS Electrical Engineering | 1 | 2 | 4 | 7 |
| Engineering & Applied Technology | AS_EGR_ENEL | AS Engineer: Elect Eng Tech | | | 2 | 2 |
| Engineering & Applied Technology | AS_EGR_ENGR | AS Engineering | | | 5 | 5 |
| Engineering & Applied Technology | AS_EGR_ENMC | AS Engineering: Mech Engr | 13 | 29 | 27 | 69 |
| Engineering & Applied Technology | AS_SCI_HTOS | AS Horticulture | | 1 | | 1 |
| Engineering & Applied Technology | CER_DRF_DRCA | CER Draft & Design Eng Tech | | 2 | 2 | 4 |
| Engineering & Applied Technology | CER_ELE_ELAC | CER ELET: Alternative Energy | 1 | | 1 | 2 |

| School | Program Code | Program Description | Summer 2016 | Fall 2016 | Spring 2017 | Total |
|----------------------------------|--------------|--------------------------------|-------------|-----------|-------------|-------|
| Engineering & Applied Technology | CER_ELE_ELEC | CER Electronics Technician | | 1 | 10 | 11 |
| Engineering & Applied Technology | CER_ELE_ELSC | CER Elec Tech Elect Substation | 1 | 2 | 2 | 5 |
| Engineering & Applied Technology | CER_FEM_FEMC | CER Fire/Emergency Medic Svcs | | 1 | 1 | 2 |
| Engineering & Applied Technology | CER_FER_EMPC | CER Healthcare Spec/Paramedic | 2 | 1 | | 3 |
| Engineering & Applied Technology | CER_HT_HTLS | CER Hort Tech: Landscape Spec | | | 10 | 10 |
| Engineering & Applied Technology | CER_QCT_QCTC | CER Quality Technology | | 1 | | 1 |
| Health Sciences | AAS_CVS_CVTC | AAS Cardiovascular Technology | | | 8 | 8 |
| Health Sciences | AAS_DHG_DHYG | AAS Dental Hygiene | | | 14 | 14 |
| Health Sciences | AAS_DMS_DMSA | AAS Diagnostic Med Sonography | | | 11 | 11 |
| Health Sciences | AAS_HIT_HIMR | AAS Hlth Info Tech Med Records | 8 | | 1 | 9 |
| Health Sciences | AAS_MLT_MLTC | AAS Medical Laboratory Tech | 12 | | | 12 |
| Health Sciences | AAS_NUR_NURS | AAS Nursing | | 112 | 37 | 149 |
| Health Sciences | AAS_OTA_OCTA | AAS Occupational Therapy Asst | | | 16 | 16 |
| Health Sciences | AAS_PTA_PTHA | AAS Physical Therapist Assist | 32 | | | 32 |
| Health Sciences | AAS_RAD_RADT | AAS Radiography | 1 | | 26 | 27 |
| Health Sciences | AAS_RSP_RESP | AAS Respiratory Care | 1 | 1 | 16 | 18 |
| Health Sciences | AAS_VET_VETT | AAS Veterinary Technology | 1 | | 19 | 20 |
| Health Sciences | CER_HIT_HICR | CER Hlth Inf Tech Coding Reimb | 11 | | 1 | 12 |
| Health Sciences | CER_MLT_MLTP | CER Med Lab Tech: Phlebotomy | | 21 | 6 | 27 |
| Health Sciences | CER_PHT_PHTC | CER Pharmacy Technology | 2 | 15 | 10 | 27 |
| Liberal Arts & Communication | AA_ASL_ASLD | AA ASL: Services to the Deaf | | 1 | | 1 |
| Liberal Arts & Communication | AA_ASL_ASLE | AA ASL: Deaf Education | 1 | | | 1 |
| Liberal Arts & Communication | AA_COM_ENGL | AA Communications: English | | 1 | 7 | 8 |
| Liberal Arts & Communication | AA_COM_INED | AA Communications: Interpr Edu | | 1 | 2 | 3 |
| Liberal Arts & Communication | AA_COM_JEBR | AA Comm: Journ/Elect Broadcast | 1 | | | 1 |
| Liberal Arts & Communication | AA_COM_JSCO | AA Comm: Journalism/Strategic | | | 1 | 1 |
| Liberal Arts & Communication | AA_ENT_EDGS | AA Enter Devel: Gen Studies | 40 | 54 | 80 | 174 |
| Liberal Arts & Communication | AA_LAN_FREN | AA World Languages: French | 1 | | 2 | 3 |
| Liberal Arts & Communication | AA_LAN_GRMN | AA World Languages: German | 1 | | | 1 |
| Liberal Arts & Communication | AA_LAN_JAPN | AA World Languages: Japanese | 1 | 3 | 1 | 5 |
| Liberal Arts & Communication | AA_LAN_SPAN | AA World Languages: Spanish | | 1 | 3 | 4 |
| Liberal Arts & Communication | AA_LAR_LART | AA Liberal Arts | 12 | 21 | 47 | 80 |
| Liberal Arts & Communication | AA_SOC_CRJT | AA Social Science: Cr Justice | 6 | 14 | 23 | 43 |
| Liberal Arts & Communication | AA_SOC_HIST | AA Social Science: History | 1 | 3 | 6 | 10 |
| Liberal Arts & Communication | AA_SOC_HUMN | AA Social Science: Humanities | | 1 | | 1 |
| Liberal Arts & Communication | AA_SOC_JRMC | AA Social Science: Journalism | 1 | 2 | 4 | 7 |
| Liberal Arts & Communication | AA_SOC_POSC | AA Social Science: Pol Sci | | 2 | 5 | 7 |
| Liberal Arts & Communication | AA_SOC_PSYC | AA Social Science: Psychology | 14 | 30 | 54 | 98 |
| Liberal Arts & Communication | AA_SOC_SOCI | AA Social Science: Sociology | 1 | 7 | 8 | 16 |
| Liberal Arts & Communication | AAS_HSV_HSCS | AAS Human Serv: Comm Serv Mgmt | | 1 | | 1 |
| Liberal Arts & Communication | AAS_HSV_HSDV | AAS Human Serv: Dev Disablties | 1 | | | 1 |
| Liberal Arts & Communication | AAS_HSV_HSFS | AAS Human Serv: Family Studies | | 1 | | 1 |
| Liberal Arts & Communication | AAS_HSV_HSVA | AAS Human Services | | 1 | | 1 |
| Liberal Arts & Communication | AAS_INT_ITED | AAS Interpreter Education | | | 1 | 1 |
| Liberal Arts & Communication | AS_ENT_EDST | AS Enter Devel: Gen Studies | 19 | 36 | 39 | 94 |
| Liberal Arts & Communication | AS_HSV_HSRS | AS Human Serv: Rehab Services | 1 | 2 | 1 | 4 |

| School | Program Code | Program Description | Summer 2016 | Fall 2016 | Spring 2017 | Total |
|------------------------------|---------------|--------------------------------|-------------|------------|--------------|--------------|
| Liberal Arts & Communication | AS_HSV_HSSW | AS Human Serv: PreSocial Work | 4 | 3 | 12 | 19 |
| Liberal Arts & Communication | CER_LAN_FRECE | CER World Languages: French | 2 | | | 2 |
| Liberal Arts & Communication | CER_LAN_GRMC | CER World Languages: German | 1 | | | 1 |
| Liberal Arts & Communication | CER_LAN_JPNC | CER World Languages: Japanese | | 1 | 1 | 2 |
| Liberal Arts & Communication | CER_LAN_SPNC | CER World Languages: Spanish | 4 | | | 4 |
| Liberal Arts & Communication | CER_LAN_SPNI | CER World Languages: Span Int | 1 | 1 | 15 | 17 |
| Liberal Arts & Communication | CER_LAN_SPNT | CER World Languages: Span Tran | 1 | 1 | 1 | 3 |
| Science & Mathematics | AS_BIO_BIOT | AS Biotechnology | | 1 | 3 | 4 |
| Science & Mathematics | AS_EDU_PHED | AS Pre_Education: Physical Edu | | | 1 | 1 |
| Science & Mathematics | AS_ENV_ENVS | AS Environ Sci/Nat Resources | | 2 | 1 | 3 |
| Science & Mathematics | AS_HHP_HHPF | AS Health/Human Performance | 3 | 1 | 4 | 8 |
| Science & Mathematics | AS_HSC_PRNU | AS Pre-Nursing | 23 | 45 | 48 | 116 |
| Science & Mathematics | AS_MTH_MATH | AS Mathematics | 7 | 12 | 15 | 34 |
| Science & Mathematics | AS_NSC_NUAH | AS Nutr Sci: Allied Health | | 1 | | 1 |
| Science & Mathematics | AS_NSC_NUCN | AS Nutr Sci: Commty Nutrition | | | 1 | 1 |
| Science & Mathematics | AS_NSC_NUDT | AS Nutr Sci: Dietetics | 3 | 2 | 3 | 8 |
| Science & Mathematics | AS_NSC_NUDX | AS Nutr Sci: Diet/Exercise | 1 | | | 1 |
| Science & Mathematics | AS_PPH_PPHM | AS Pre_Pharmacy | 2 | 2 | 4 | 8 |
| Science & Mathematics | AS_PRE_PDMO | AS Pre-Hlth Sci: Dent/Med/Opt | 1 | 6 | 6 | 13 |
| Science & Mathematics | AS_PRE_PMIM | AS Pre-Health Sci: Med Imaging | 3 | 3 | 4 | 10 |
| Science & Mathematics | AS_PRE_POCT | AS Pre-Health Sci: Occ Therapy | 1 | | 3 | 4 |
| Science & Mathematics | AS_PRE_PPDE | AS Pre_Prof Sci: Dentistry | | | 1 | 1 |
| Science & Mathematics | AS_PRE_PPHT | AS Pre-Health Sci: Phys Therap | 2 | 3 | 1 | 6 |
| Science & Mathematics | AS_PRE_PPMD | AS Pre_Prof Sci: Medicine | 1 | 6 | 4 | 11 |
| Science & Mathematics | AS_PRE_PPVM | AS Pre-Health Sci: Pre-Vet Med | 4 | 2 | 3 | 9 |
| Science & Mathematics | AS_SCI_BIOL | AS Biology | 7 | 12 | 20 | 39 |
| Science & Mathematics | AS_SCI_CHEM | AS Chemistry | 2 | 5 | 9 | 16 |
| Science & Mathematics | AS_SCI_GEOL | AS Geology | 1 | 1 | 3 | 5 |
| Science & Mathematics | AS_SCI_PHYS | AS Physics | 4 | 5 | 11 | 20 |
| Science & Mathematics | CER_BIO_BIOC | CER Biotechnology | 1 | | 1 | 2 |
| Science & Mathematics | CER_GIS_GIS | CER Geographic Info Systems | | 5 | | 5 |
| Visual & Performing Arts | AA_ART_ART | AA Art | 3 | 6 | 11 | 20 |
| Visual & Performing Arts | AA_LAR_LAFM | AA Liberal Arts: Film Emphasis | 2 | 1 | 2 | 5 |
| Visual & Performing Arts | AA_MUS_MUSC | AA Music | 4 | 1 | 5 | 10 |
| Visual & Performing Arts | AA_THE_THEA | AA Theatre | 3 | | 9 | 12 |
| Visual & Performing Arts | AAS_DGM_DMAD | AAS Digital Media: Adobe | | 4 | 4 | 8 |
| Visual & Performing Arts | AAS_DGM_DMBP | AAS Digital Media: Broadcst Pr | | 1 | 1 | 2 |
| Visual & Performing Arts | AAS_DGM_DMSP | AAS Digital Media: Specialist | | | 5 | 5 |
| Visual & Performing Arts | AAS_DGM_DMWD | AAS Digital Media: Web Design | | 1 | | 1 |
| Visual & Performing Arts | AAS_IND_INTD | AAS Interior Design | 1 | | 8 | 9 |
| Visual & Performing Arts | CER_DGM_DGMC | CER Digital Media | | | 1 | 1 |
| Visual & Performing Arts | CER_DGM_DMAC | CER Digital Media: Adobe | | | 1 | 1 |
| Total | | | 433 | 771 | 1,123 | 2,327 |

Many departments examined enrollment, graduation, and transfer numbers for program mapping and assessment planning. As well, departments examined course enrollments and success rates,

including researching success rates for specific course combinations or sequences. While these were not direct learning outcomes assessments, the data were used in making decisions about whether to keep, suppress, or delete courses and programs, as well as how best to map the curriculum and align the coursework with the Program Learning Outcomes. Some examples of this work include:

- Social Sciences, Life Sciences, Languages, Business Administration, Child Development, and Nursing departments requested data to determine where their students are transferring. They used this data to work more intentionally with those schools to ensure seamless transfer for their students.
- Life Sciences, Physical Sciences, Chemistry, and Nursing departments examined data regarding course concurrency and sequencing to determine if certain courses were necessary to be considered pre-requisites, and to determine the order their most successful students took their required courses. These data were used to improve their program maps.
- English examined success rates between students who had participated in the co-requisite Composition I versus those who took Comp I after completing Writing II. These data were used in designing the full-scale co-requisite model for writing that launched in Fall 2017.
- English and Child Development examined success rates of Child Development majors in Composition I to consider developing a contextualized Comp I course for Child Development majors.
- Mathematics faculty examined success rates of students who participated in the pilot of their College Algebra co-requisite course versus those who took the courses sequentially. This data were used in designing the full-scale co-requisite model for math that launched in Fall 2017.

Analyses and Findings

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

No direct learning outcomes assessment data were collected for program outcomes during the 2016-17 academic year, as program faculty were in an infrastructure building year as outlined in our approved assessment plan submitted last year. However, as stated above, many departments examined data related to course enrollment and sequencing success rates, transfer rates and destinations, and licensure pass rates. Example findings include:

- Faculty in the sciences wanted to determine if students who took Physics I and Chemistry I in the same semester were successful in those courses. The data provided by IR&A showed that over two academic years, 66.1% of students taking both courses simultaneously earned a C or better in both courses, while an additional 9.3% earned a C or better in one of the two courses. Only 6.8% of students withdrew from both courses, with an additional 14.4% withdrawing from one of the courses
- Biology faculty examined how students who were allowed to take Zoology or Botany without completing the Biology for Majors pre-requisite performed in the course when compared to their counterparts who had completed the pre-requisite. While the numbers were small, students who had not taken the pre-requisite before Botany performed better

than those who had (95.2% vs. 81.0% success rates). The students who had not taken the pre-requisite before Zoology had very similar success rates when compared to their counterparts (85.1% vs. 86.1%).

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

While no direct learning outcomes assessment data was collected during the 2016-17 academic year, program faculty made many changes to their programs (when appropriate) due to their work in assessment planning and program mapping. This work has resulted in streamlining programs and cleaning up the catalog to reflect what students need to complete our programs. This extensive list of official course and program changes is outlined in Appendix C. Some other examples include:

- The Physical Therapy Assistants program increased supplemental support and instruction related to their licensure exam to increase pass rates from the previous year.
- A working group began developing a new program review process that will involve annual program reviews for all programs (not just five-year reviews for select programs), and requires that programs reflect more thoroughly on their program data identifying plans for changes or improvements.
- Liberal Arts and Business Administration identified ways to repackage their credential offerings that align more appropriately with transfer and workforce needs.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

During the spring 2017 semester, the Community College Survey of Student Engagement (CCSSE) was administered at TCC. End-of-term student feedback surveys were administered in all courses in Spring 2017. (The end-of-term feedback surveys were revamped during the summer and fall of 2016, so no data was collected during those two semesters.) Alumni surveys were administered to all 15-16 graduates. And, finally, exit surveys were administered to all students applying for graduation during the 2016-17 academic year.

For the CCSSE, the administering company randomly selects the courses in which the students are surveyed, with a goal of about 1,000-1,200 students completing the survey given our institution size. A list of courses based on specific guidelines provided by the company was compiled by the IR and Assessment office at TCC. The survey was administered during a class period in a paper-and-pencil format. The instructor of the course was given a three-week period during which to have a TCC staff member come administer the survey to the students present that day. The survey took students about 45 minutes to complete.

End-of-term surveys were administered via Blackboard to all students in all courses during the Spring 2017 semester. Surveys were launched at the 75% of part of term mark, and close at the 90% mark. Students in the course received an email inviting them to take the survey. They were also able to access the survey through a link within the course site in Blackboard. Once they had taken the survey for a particular course, that link was no longer active. These surveys consisted of four Likert-type questions about student development in the four institutional learning outcomes. That data is discussed above in the program and general education outcomes sections. The survey also included three course/instructor-evaluation, Likert-type questions, followed by five open-ended, course/instructor-evaluation questions.

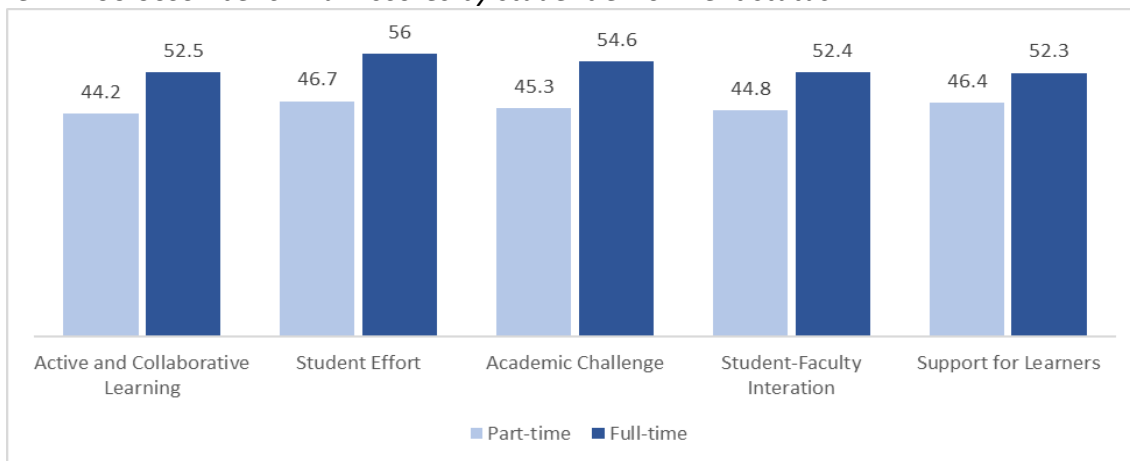
Alumni surveys for the 2015-16 graduates and exit surveys for those who applied for graduation during the 2016-17 academic year were also administered. Alumni surveys were sent out through mail with an option to take the survey online. These surveys were sent out to all 2015-16 graduates six months after their graduation from TCC. The exit surveys were completed online. They were sent out via email in March to all students who had applied for graduation during the 2016-17 academic year.

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

Community College Survey of Student Engagement

TCC participates in the CCSSE in the spring semester of odd years. In the spring 2017 semester, 1,006 TCC students completed the survey. The CCSSE results included five benchmark scores: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The standardized average for all five benchmarks was 50. Historically, TCC overall averages under 50 on all five benchmarks when all students are included. However, when broken out by student enrollment status, we score higher than average on all five for full-time students, but lower than average for part-time students. This breakdown can be seen in the figure below.

Figure 1. TCC CCSSE benchmark scores by student enrollment status.



For the overall averages, there was no real change in TCC's benchmark scores since 2015 for Active and Collaborative Learning (46.9) and Academic Challenge (48.4). We dropped over one point in Student-Faculty Interaction (47.3). We saw a 2.3-point increase in Student Effort, and a 1.5-point increase in Support for Learners (48.3) over 2015 scores. TCC's aspects of highest student engagement included the number of books students read on their own, the extent to which TCC provides the financial support students need to afford their education, and the extent to which students use/visit Academic Advising/Planning, Skills Labs, and Computer Labs. Our aspects of lowest student engagement (or our opportunities for improvement) included how often students discussed ideas from readings or classes with instructors outside of class, how often students worked with instructors on activities other than coursework, the extent to which TCC helps students cope with their non-academic responsibilities, and the extent to which students used/visited career counseling or peer/other tutoring.

Each year, CCSSE includes special-focus items. The first special-focus item for 2017 was, "Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?" TCC students responded "yes, before every term" at a higher rate than the entire CCSSE 2017 cohort (56.2% vs. 50.1%), and "no" at a lower rate (17.5% vs. 21.3%). TCC students also responded more favorably than the CCSSE cohort on the special-focus item, "Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?" 51.9% of the TCC cohort responded "yes", versus 49.8% of the entire CCSSE cohort. When answering the question about how many times they'd met with an academic advisor this academic term, 51.0% of TCC students reported having done so at least 2 times, compared to 45.4% of the entire CCSSE cohort. Of the students who have seen an advisor more than once, 26.1% of TCC students reported having seen the same advisor, versus 52.6% of the entire CCSSE cohort. Less TCC students who visited an advisor than students in the entire CCSSE cohort reported having discussed when the next advising session should be (28.2% vs. 33.6%).

Of particular interest to our institution, we disaggregated the standardized benchmark scores by race/ethnicity. The groups that scored the lowest on Active and Collaborative Learning included Asian (35.6), Other (43.9), Black or African American (44.3), Two or More Races (44.3), and Hispanic or Latino (44.9). The groups scored the highest were American Indian or Alaska Native (47.7), and White (48.8). In terms of Academic Challenge, the lowest scoring groups were Other (41.0) and Two or more (45.1). The groups scoring the highest included American Indian or Alaska Native (48.6), White (48.9), Hispanic or Latino (49.1), Asian (49.8), and Black or African American (56.8). Other (37.4), Asian (44.1), and Two or More (45.5) were among the lowest scoring groups on Student Effort; while Black or African American (49.1), White (49.5), and American Indian or Alaska Native (50.5) were among the highest. The lowest averages for Student-Faculty Interaction were for Two or More (42.7) and Asian (43.0). The highest Student-Faculty Interaction scores included White (47.6), Hispanic or Latino (47.7), American Indian or Alaska Native (50.3), and Black or African American (51.8). Finally, the groups who averaged the lowest for Support for Learners were Two or More (44.1) and White (46.99). The groups who averaged the highest for Support for Learners were American Indian or Alaska Native

(48.4), Other (48.9), Asian (48.9), Black or African American (53.4), and Hispanic or Latino (53.5).

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

End-of-Term Course Feedback Surveys

The survey questions were administered on a five-point, Likert-type scale from Strongly Disagree to Strongly Agree. 6,469 surveys were completed for the Spring 2017 semester. The means and standard deviations for these survey questions are found in the table below. The data is combined for the institution as a whole, and then separated by discipline. Deans were provided the individual and aggregated data for all faculty and courses within their purview. They shared the data with Department Chairs and Program Directors/Coordinators. Overall, students rated courses and instructors highly; all averages are above a 4.25 on a five-point scale.

Table 9. End-of-term Course Feedback Survey Course/Instructor Evaluation Results.

| Discipline | Count of Respondents | I found this course to be academically challenging. | The instructor communicated in a prompt manner. | I would recommend this instructor. |
|-------------------------------------|----------------------|---|---|------------------------------------|
| | | Mean (SD) | Mean (SD) | Mean (SD) |
| All Subjects Combined | 6,469 | 4.28 (1.040) | 4.60 (1.063) | 4.44 (1.147) |
| Accounting | 155 | 4.54 (0.749) | 4.36 (1.074) | 4.39 (1.090) |
| Allied Health | 56 | 4.57 (0.783) | 4.82 (0.471) | 4.77 (0.853) |
| American Sign Language | 60 | 4.42 (0.850) | 4.73 (0.634) | 4.70 (0.944) |
| Art | 63 | 4.11 (1.193) | 4.38 (1.142) | 4.46 (1.175) |
| Astronomy | 13 | 4.46 (0.967) | 4.77 (0.439) | 4.77 (0.439) |
| Aviation Sciences Technology | 8 | 4.63 (0.518) | 4.75 (0.463) | 4.88 (0.354) |
| Biology | 621 | 4.40 (0.969) | 4.49 (1.057) | 4.47 (1.135) |
| Biomedical Equipment Technology | 1 | 4.00 | 5.00 | 5.00 |
| Biotechnology | 9 | 4.78 (0.441) | 4.44 (1.130) | 4.33 (1.118) |
| Business | 114 | 4.20 (1.032) | 4.47 (0.961) | 4.46 (0.997) |
| Cardiovascular Technology | 8 | 4.75 (0.463) | 5.00 (0.000) | 5.00 (0.000) |
| Chemistry | 190 | 4.64 (0.734) | 4.37 (1.137) | 4.34 (1.252) |
| Child Development | 112 | 4.04 (1.181) | 4.62 (0.852) | 4.70 (0.708) |
| Communication | 179 | 4.13 (1.114) | 4.40 (1.149) | 4.45 (1.172) |
| Computer Information Systems | 284 | 4.22 (1.107) | 4.29 (1.186) | 4.41 (1.084) |
| Criminal Justice | 32 | 4.41 (1.012) | 4.59 (0.875) | 4.78 (0.792) |
| Dental Hygiene | 17 | 4.53 (0.624) | 4.59 (0.795) | 4.41 (1.228) |
| Diagnostic Medical Sonography | 4 | 4.75 (0.500) | 4.25 (0.957) | 4.00 (1.155) |
| Drafting And Engineering Technology | 8 | 3.75 (1.282) | 4.13 (1.126) | 3.75 (1.282) |
| Economics | 151 | 4.40 (0.953) | 4.80 (0.504) | 4.83 (0.526) |

| 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) |
| Electronics Technology | 19 | 4.37 (0.684) | 4.79 (0.535) | 4.68 (0.749) |
| Emergency Medical Service Professional | 12 | 5.00 (0.000) | 4.00 (1.044) | 3.00 (2.089) |
| Engaged Learning | 90 | 3.40 (1.460) | 4.87 (0.373) | 4.84 (0.634) |
| Engineering | 74 | 4.01 (1.176) | 4.50 (0.997) | 4.42 (1.182) |
| Engineering Technology | 3 | 4.00 (1.732) | 4.33 (1.155) | 4.33 (1.155) |
| English | 602 | 4.33 (1.038) | 4.39 (1.155) | 4.33 (1.285) |
| English - Developmental | 106 | 4.04 (1.170) | 4.54 (1.044) | 4.52 (1.097) |
| English as a Second Language | 16 | 4.19 (0.834) | 4.63 (0.619) | 4.63 (0.719) |
| Fire and Emergency Medical Services | 9 | 4.33 (1.000) | 5.00 (0.000) | 5.00 (0.000) |
| French | 23 | 4.96 (0.209) | 4.91 (0.417) | 4.83 (0.576) |
| Geography | 9 | 4.11 (0.782) | 4.89 (0.333) | 4.78 (0.441) |
| Geography - Cultural | 26 | 4.12 (1.211) | 4.65 (0.745) | 4.50 (1.068) |
| Geology | 12 | 4.50 (0.905) | 4.83 (0.577) | 4.75 (0.622) |
| German | 4 | 4.50 (0.577) | 5.00 (0.000) | 5.00 (0.000) |
| Health Information Technology | 58 | 4.29 (0.899) | 4.12 (1.312) | 4.05 (1.290) |
| History | 372 | 4.13 (1.066) | 4.38 (1.154) | 4.27 (1.263) |
| Horticulture | 4 | 3.25 (1.708) | 5.00 (0.000) | 5.00 (0.000) |
| Human Resources | 22 | 4.77 (0.429) | 4.91 (0.294) | 4.73 (1.077) |
| Human Services | 50 | 4.10 (1.266) | 4.50 (1.111) | 4.52 (1.147) |
| Humanities | 205 | 4.10 (1.129) | 4.37 (1.107) | 4.36 (1.270) |
| Information Technology Convergence | 13 | 4.62 (0.506) | 4.62 (1.121) | 4.54 (1.127) |
| Interior Design | 24 | 4.54 (0.658) | 4.88 (0.448) | 4.83 (0.482) |
| Interpreter Education | 8 | 4.63 (0.518) | 4.63 (0.518) | 4.50 (0.926) |
| Japanese | 11 | 4.91 (0.302) | 5.00 (0.000) | 5.00 (0.000) |
| Journalism/Mass Communication | 24 | 3.29 (1.367) | 3.71 (1.488) | 3.75 (1.539) |
| Management | 49 | 4.53 (0.739) | 4.78 (0.587) | 4.55 (0.914) |
| Marketing | 18 | 4.50 (0.618) | 4.72 (0.575) | 4.83 (0.383) |
| Mathematics | 417 | 4.56 (0.842) | 4.46 (1.085) | 4.35 (1.233) |
| Mathematics - Developmental | 218 | 4.39 (0.921) | 4.44 (1.107) | 4.39 (1.206) |
| Medical Laboratory Technology | 19 | 4.32 (1.565) | 5.00 (0.000) | 5.00 (0.000) |
| Music | 57 | 3.35 (1.408) | 4.00 (1.376) | 4.25 (0.969) |
| Native American Studies | 4 | 3.75 (1.893) | 4.00 (2.000) | 4.00 (2.000) |
| Nursing | 4,599 | 4.49 (0.898) | 4.50 (0.947) | 4.45 (1.082) |
| Occupational Therapy Assistant | 63 | 4.11 (0.986) | 3.68 (1.468) | 3.57 (1.563) |
| Paralegal | 25 | 4.68 (0.476) | 4.40 (1.354) | 4.28 (1.458) |
| Pharmacology Technology | 12 | 3.50 (1.883) | 4.33 (0.985) | 4.33 (0.985) |
| Philosophy | 35 | 4.34 (0.998) | 4.46 (1.094) | 4.23 (1.416) |
| Physical Education | 61 | 3.75 (1.206) | 4.79 (0.733) | 4.82 (0.646) |

| 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) |
| Physical Science | 38 | 4.24 (1.101) | 4.08 (1.421) | 3.89 (1.737) |
| Physical Therapy Assistant | 65 | 4.52 (0.752) | 4.49 (0.970) | 4.58 (0.900) |
| Physics | 67 | 4.54 (0.974) | 3.63 (1.496) | 3.75 (1.511) |
| Political Science | 331 | 3.98 (1.141) | 4.40 (1.135) | 4.43 (1.177) |
| Psychology | 365 | 3.99 (1.129) | 4.45 (1.072) | 4.42 (1.199) |
| Quality Technology | 7 | 3.57 (1.618) | 4.14 (1.574) | 4.43 (1.134) |
| Radiography | 34 | 4.59 (0.701) | 4.24 (1.478) | 4.06 (1.650) |
| Religious Studies | 20 | 4.20 (1.005) | 4.75 (0.910) | 4.65 (0.988) |
| Respiratory Care | 24 | 4.50 (0.780) | 4.58 (0.654) | 4.38 (1.014) |
| Russian | 3 | 5.00 (0.000) | 5.00 (0.000) | 5.00 (0.000) |
| Sociology | 133 | 4.09 (1.196) | 4.54 (1.055) | 4.53 (1.098) |
| Spanish | 89 | 4.61 (0.668) | 4.76 (0.754) | 4.76 (0.754) |
| Theatre | 12 | 4.25 (1.138) | 4.42 (1.379) | 4.42 (1.379) |
| Veterinary Technology | 143 | 4.48 (0.691) | 4.06 (1.203) | 4.05 (1.212) |

Alumni Survey

The 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 2,130 surveys distributed, 203 were returned yielding a 9.5% response rate.

2,302 degrees and certificates were awarded to 2,130 individuals during the 2015-2016 academic year. The credentials awarded to graduates include university transfer degrees (AA & AS) and workforce development degrees (AAS) and certificates, with the following breakdown of awarded degrees: 67.0% were a university transfer degree (AA or AS); and 33.0% were a workforce development degree (AAS or certificate). A summary of the results are below.

- Alumni responded very much or quite a bit at the following rates to the extent their TCC experience contributed to their knowledge, skills and personal development in specific areas.
 - Written communication – 71.4%
 - Oral communication – 66.0%
 - Interpersonal interactions – 65.0%
 - Critical thinking – 78.8%
 - Problem solving – 80.3%
 - Quantitative reasoning – 69.4%
 - Teamwork or collaboration – 64.0%
 - Personal responsibility – 72.9%

- Ethical decision making – 69.4%
 - Diversity awareness – 67.5%
 - Civic responsibility – 58.6%
- Alumni were asked to rate the quality of their relationships with various groups while at TCC. Following is the percentage of those indicating either Excellent or Good for each group.
 - Other Students – 95.0%
 - Instructors – 96.1%
 - Administrators and staff from TCC offices – 84.7%
 - Alumni were asked to rate the quality of their educational experience at TCC.
 - 73.4% indicated they were Very satisfied with the overall educational experience at TCC.
 - 68.0% indicated they would definitely enroll at TCC if they were starting college again.
 - 75.9% indicated they would definitely recommend TCC to others.
 - 54.7% characterized the preparation received at TCC for further study at another college or university as either Exceptional or Better than adequate.
 - 56.7% characterized the preparation received at TCC for employment in their major field as either Exceptional or Better than adequate.
 - Of the Alumni respondents, 80.4% indicated they had attended another college. Of those who had attended another college, 88.9% indicated the quality of education offered at TCC was better than or about the same as they received elsewhere.

A complete summary of survey responses is available on the IR&A website at:
<http://ira.tulsacc.edu/sites/default/files/u16/AlumniSurveyReport2015-2016.pdf>.

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 2016-2017 academic year (Summer 2016, Fall 2016, Spring 2017), 2,327 certificates and degrees were conferred to 2,181 individual students. 67.1% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 379 students completed the Exit Survey 2016-2017, representing a 19.5% response rate. The following are a summary of the major findings of this survey.

- The majority of respondents strongly agreed that TCC contributed to their development of learning skills, analytical skills, goal setting, and interpersonal/relationship skills. The item receiving the highest percentage of strong agreement was the ability to learn effectively on their own (67.0%). The lowest percentage of strong agreement (49.7%) was associated with contributing to the welfare of the community.
- The majority of respondents (62.2%) believe the instruction they received in major courses was high quality.

- 41.0% of respondents strongly agreed to the statement “I was able to get involved with organization(s) or event(s) that were of interest to me”. 24.7% of respondents did not feel the statement was applicable to their experience.
- 29.5% of respondents strongly agreed to the statement “The programs, organizations, or events in Student Life helped me become a more well-rounded person”. 36.4% of respondents did not feel the statement was applicable to their experience.
- The majority of students (79.8%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 82.7% 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 (85.6%, 50.8%, and 25.0%, respectively). 82.4% of students indicated they had accomplished their goal(s) for attending TCC.
- 59.0% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 41.0% indicated they believed TCC was better than other institutions they had attended. 50.0% believed TCC was about the same.
- The majority of all students (95.7%) 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 the IR&A website at:

<http://ira.tulsacc.edu/sites/default/files/u16/ExitSurveyReport2016-2017.pdf>.

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

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

Section V – Assessment Budgets

To ensure a robust assessment program at TCC, we have dedicated staff and faculty positions in both Academic Affairs and Student Affairs. In Academic Affairs, there is a Director of Institutional Research and Assessment who is dedicated half time to assessment work. We have a Coordinator of IR & Assessment who is dedicated about one-quarter time to assessment. In addition, in order to

meet HLC standards of learning outcomes assessment, as part of our infrastructure building process, we trained and implemented four faculty reassigned time positions. These Faculty Assessment Facilitators received three hours of reassigned time during the summer, fall, and spring semesters. In Student Affairs, there is a Dean of Student Assessment and Testing whose workload is about one-third dedicated to assessment work. Under the Dean, there are two 65%-time dedicated employees for learning outcomes assessment work, the Assistant Director of Student Assessment and an Assessment Specialist. In addition, the Dean oversees the work of our Testing Services, which employs a Director, Assistant Director, and many Testing Services staff members (both full-time and part-time). TCC's Testing Services administers placement tests, academic tests for faculty, as well as many other standardized and high-stakes testing for students and the community.

In accordance with guidelines from House Bill No. 1219, TCC charges \$1.50 per credit hour in assessment fees in order to “provide funds to develop viable, valid assessment instruments, to train support personnel to gather and analyze the information appropriately and to make creative and constructive use of the results of the assessment program.” The use of these fees is outlined in the table below.

Table 10. Breakdown of Assessment Fee Expenditures for Fiscal Year 2017.

| | |
|------------------------------------|--|
| Assessment fees | \$576,679 charged in Student Assessment Fees |
| Assessment salaries (and benefits) | Director, Institutional Research & Assessment (50%) = \$55,380 Coordinator, Institutional Research & Assessment (25%) = \$13,468 Faculty Assessment Facilitators (3 hours reassigned time, 3 semesters) = \$81,864 Dean, Student Assessment & Testing Services (30%) = \$31,524 Director, Testing Services (35%) = \$33,915 Testing Services Staff – including Testing Specialists and Testing Assistants - (25%) = \$129,707 Assistant Director, Testing Services (15%) = \$11,413 Assistant Director, Student Assessment (65%) = \$40,605 Assessment Specialist, Student Assessment (65%) = \$35,632 TOTAL = \$433,508 |
| Distributed to other departments | N/A |
| Operational costs | Assessment = \$118,017 Student Assessment = \$21,961 Testing Services = \$36,755 Dean of Student Assessment & Testing = \$7,046 TOTAL = \$183,779 |
| Total Expenditures | \$617,287 |

Appendix A
MATH COURSE PLACEMENT GUIDELINES May 2016

| COMPASS Scores | ACT Math | Math Course Placement | Math Series |
|--|-----------------|---|------------------------------|
| 46-100 Trig | 27+ | MATH 2114 , Calculus I | 103+ College Level Math |
| 39-100 College Algebra OR 45 Trig | 26 | MATH 1613 , Trigonometry <i>OR</i> MATH 2193 , Elementary Statistics <i>OR</i> MATH 2513 , Finite Math <i>OR</i> MATH 2523 , Calculus for Business, Life & Social Sciences | 63-102 College Level Math |
| 66-100 Algebra OR 38 College Algebra | 20-25 | MATH 1513 , College Algebra <i>OR</i> MATH 1715 , College Algebra & Trigonometry | 40-62 College Level Math |
| 66-100 Algebra OR 38 College Algebra | 19 | MATH 1473 , Math for Critical Thinking <i>OR</i> MATH 1483 , Mathematics Functions and Their Uses <i>OR</i> MATH 1454 , Technical Mathematics | |
| 39-65 Algebra | | MATH 0123 , Intermediate Algebra | 76+ Elementary Algebra |
| 36-100 Pre-algebra OR 38 Algebra | | MATH 0013 , Beginning Algebra <i>OR</i> MATH 0105 , Beginning and Intermediate Algebra | 40+ Arithmetic |
| 0-35 Pre-algebra | | MATH 0003 , Basic Math <i>OR</i> MATH 0055 , Basic Mathematics and Beginning Algebra | 0-39 Arithmetic |

ENGLISH COURSE PLACEMENT GUIDELINES May 2016

| COMPASS Scores | ACT Reading | Reading Course Placement | Reading Comprehension |
|-----------------------|--------------------|--|------------------------------|
| 80+ | 19+ | College Level | 80+ |
| 57-79 | 15-18 | ENGL 0913 (Reading II) <i>Students for whom English is a Second Language (ESL) <u>should meet</u> with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.</i> | 66-79 |
| 0-56 | 0-14 | ENGL 0903 (Reading I) <i>Students for whom English is a Second Language (ESL) <u>should meet</u> with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.</i> | 0-65 |

| COMPASS Scores | ACT English | English Course Placement | Sentence Skills |
|-----------------------|--------------------|--|------------------------|
| 75+ | 19+ | ENGL 1113 (Freshman Comp I) Reading proficiency must also be met, consult an academic advisor. | 80+ |
| 38-74 | 14-18 | ENGL 0933 (Writing II) <i>Students for whom English is a Second Language (ESL) <u>should meet</u> with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.</i> | 70-79 |
| 0-37 | 0-13 | ENGL 0923 (Writing I) <i>Students for whom English is a Second Language (ESL) <u>should meet</u> with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.</i> | 0-69 |

Appendix B
MATH COURSE PLACEMENT GUIDELINES March 2017

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

ENGLISH COURSE PLACEMENT GUIDELINES March 2017

| COMPASS Scores | Old Accuplacer Reading | Reading Course Placement | SAT English | ACT Reading | Accuplacer Reading Comprehension | Success Navigator |
|-----------------------|-------------------------------|--|--------------------|--------------------|---|--------------------------|
| 80+ | 80+ | College Level | 480 | 19+ | 80+ | N/A |
| | | | | | 75-79 | 100+ |
| N/A | 75-79 | ENGL 0913 Reading Foundations II AND HIST 1493/1483 linked courses <i>(Must be enrolled simultaneously)</i> OR ENGL 0913 Reading Foundations II | | | 75-79 | 0-99 |
| 57-79 | 60-79 | ENGL 0913 Reading Foundations II | | | 60-74 | N/A |
| | | | | | 55-59 | 100+ |
| 0-56 | 0-59 | ENGL 0903 Reading Foundations I | | | 55-59 | 0-99 |
| | | | | | 0-54 | N/A |

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

Appendix C

List of courses and programs suppressed, deleted, or changed due to assessment and mapping work during the 2016-17 academic year.

| Request Types: NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option, SPO - Suspend Program Option | | | | | |
|--|---------------|---|---------------------|--|-----------------------|
| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
| BIOL | 2123 | Environmental Inquiry | MC | Change course title to: Introduction to Environmental Science and course number to BIOL 1113. | Fall 2017 |
| | | Certificate, Information Technology, Website Management option | DPO | Deleted program option | Fall 2017 |
| CSYS | 1063 | Digital Image Editing | SC | Course suppression | Fall 2017 |
| | | AS Business, Business Education option | DPO | Curriculum is identical to the Business Admin. Curriculum. One graduate since 2010. Low enrollment. | Fall 2017 |
| | | AS Business, Aviation Logistics option | DPO | Low enrollment. Lack of transfer opportunity. | Fall 2017 |
| PHTA | 2442 | Psychosocial Aspects of Physical Therapy | MC | Course description change. | Fall 2017 |
| PHTA | 1363 | Kinesiology for PTAs | MC | Change from lecture 3 / lab 2 to lecture 2 / lab 2. No change in credit hours. | Fall 2017 |
| PHTA | 2486 | Clinical Practice III | MC | Course description change. | Fall 2017 |
| CARS | 1011 | Career Exploration | SC | Course is no longer offered for credit. Career Services office continues to provide career planning. | Fall 2017 |
| HRES | 2323 | Employment and Evaluation Techniques | SC/NC | Change to: HRES 2363 Performance Management | Fall 2017 |
| | | Certificate, Electronics Technology, Biomedical Equipment Technology option | MPO | Remove ELET 2215 Digital Circuits from the option. Total credit hours lowered from 31-33 to 26-28. | Fall 2017 |
| | | Certificate, Electronics Technology | MPO | Increase controlled electives from 3-5 to 6-10 hours and add additional ELET course choices. Total credit hours increased from 19-23 to 22-28. | Fall 2017 |
| | | AAS, Digital Media | MP/DPO | Delete all program options and create two areas of concentration: Graphic Design Specialist and Broadcast Production Specialist. | Fall 2017 |
| | | Certificate, Digital Media | MP | Align the curriculum with the two areas of concentration in the AAS. | Fall 2017 |
| CSYS | 1043 | Adobe Acrobat | DC/NC | Renumber course to DGMD 1103 | Fall 2017 |
| CSYS | 1033 | Adobe Photoshop | DC/NC | Renumber course to DGMD 1113 | Fall 2017 |
| CSYS | 2673 | Adobe Illustrator | DC/NC | Renumber course to DGMD 1203 | Fall 2017 |
| CSYS | 1073 | Advanced Photoshop | DC/NC | Renumber course to DGMD 1213 | Fall 2017 |
| CSYS | 2763 | Digital Photography | DC/NC | Renumber course to DGMD 1223 | Fall 2017 |
| CSYS | 2733 | Adobe Audition | DC/NC | Renumber course to DGMD 2303 | Fall 2017 |
| CSYS | 2573 | Videography | SC | Suppress course. JRM 2573 which has been a cross-listed course will continue. | Fall 2017 |
| CSCI | 1283 | 2D Animation | DC/NC | Renumber course to DGMD 2323 | Fall 2017 |
| CSCI | 2263 | Digital Video I/Final Cut Pro | DC/NC | Renumber course to DGMD 2333 | Fall 2017 |
| JRMC | 2263 | Digital Video I/Final Cut Pro | SC | JRMC course will be suppressed and course will continue as DGMD only. | Fall 2017 |
| CSCI | 1123 | 3D Graphics Using Lightwave | DC/NC | Renumber course to DGMD 2343 | Fall 2017 |
| CSYS | 2713 | Adobe Premiere | DC/NC | Renumber course to DGMD 2353 | Fall 2017 |
| CSCI | 2972 | Digital Media Capstone | DC/NC | Change course to: DGMD 2393 Graphic Design Capstone | Fall 2017 |

Request Types:

NC - New Course, **MC** - Modify Course, **DC** - Delete Course, **SC** - Suppress Course, **NP** - New Program, **MP** - Modify Program, **DP** - Delete Program, **SP** - Suspend Program, **NPO** - New Program Option, **MPO** - Modify Program Option, **DPO** - Delete Program Option, **SPO** - Suspend Program Option

| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------|--|--------------|---|----------------|
| CSYS | 2683 | Adobe InDesign | DC/NC | Renumber course to DGMD 2313 | Fall 2017 |
| CSYS | 1153 | Adobe Dreamweaver | DC/NC | Renumber course to DGMD 2413 | Fall 2017 |
| CSYS | 2573 | Adobe AfterEffects | DC/NC | Renumber course to DGMD 2423 | Fall 2017 |
| CSCI | 2273 | Digital Video II/Final Cut Pro | DC/NC | Renumber course to DGMD 2433 | Fall 2017 |
| JRMC | 2273 | Digital Video II/Final Cut Pro | SC | JRMC course will be suppressed and course will continue as DGMD only. | Fall 2017 |
| CSCI | 1293 | 3D Animation Using Lightwave | DC/NC | Renumber course to DGMD 2443 | Fall 2017 |
| CSCI | 2982 | Digital Media Internship | DC/NC | Change course to: DGMD 2493 Graphic Design Internship | Fall 2017 |
| JAPN | 1011 | Kanji I | NC | Has been offered as 2991. Requesting permanent number. | Fall 2017 |
| JAPN | 1021 | Kanji II | NC | Has been offered as 2991. Requesting permanent number. | Fall 2017 |
| JAPN | 1031 | Kanji III | NC | Has been offered as 2991. Requesting permanent number. | Fall 2017 |
| JAPN | 1041 | Kanji IV | NC | Has been offered as 2991. Requesting permanent number. | Fall 2017 |
| | | Japanese AA & Certificate | MPO | Add the four above referenced Kanji courses to the controlled electives. | Fall 2017 |
| NAMS | 2013 | Images of Indians in American Culture | MC | Assign (H) attribute to this course. | Fall 2017 |
| NAMS | 2213 | Native American Spiritualities | MC | Assign (H) attribute to this course. | Fall 2017 |
| NAMS | 2313 | Native American Literature/Drama/Film | MC | Assign (H) attribute to this course. | Fall 2017 |
| GEOG | 2354 | Computer Cartography | SC/NC | Change course number from GEOG 2354 to GIS 2354 | Fall 2017 |
| | | Engineering Technology AAS, Geographic Information Systems option | MPO | Require a "C" or better on all GEOG/GIS courses in the major for graduation. | Fall 2017 |
| | | Geographic Information Systems Certificate | MP | Require a "C" or better on all courses in the program for graduation. | Fall 2017 |
| GEOL | 1024 | General Geology (Historical) | MC | Add GEOL 1014 as a prerequisite. | Fall 2017 |
| LIBT | 1161 | Information in the Digital Age | SC | Suppress course as hasn't been taught in several years. | Fall 2017 |
| CARS | 0811 | Orientation to the College for the Deaf & Hard of Hearing | SC | Course suppression | Fall 2017 |
| CSCI | 0802 | Computer Concepts for the Deaf & Hard of Hearing | SC | Course suppression | Fall 2017 |
| CSCI | 0811 | Computer Exploration for the Deaf & Hard of Hearing | SC | Course suppression | Fall 2017 |
| | | Engineering Technology AAS, Process Technology option | DPO | This major has no full-time faculty and there are no students enrolled in the major. This action will suppress these courses from the catalog: PRCT 1123, 1133, 1134, 2024, 2034, 2134, 2224. | Fall 2017 |
| | | Social Science AA, History option | MPO | Add GEOL 1043 Cultural Geography and GEOL 2033 World Regional Geography to the recommended electives list. | Fall 2017 |
| | | Aviation Sciences Technology AAS, Aviation Maintenance Technology option | DPO | This option was created for the transfer of coursework from Tulsa Tech under the Cooperative Alliance Program. Now that the CAP has been deleted this option should be deleted. | Fall 2017 |
| | | Infant/Toddler Certificate of Mastery | SP | Only one course differentiates this certificate from the Early Childhood certificate of mastery. Certificate is being eliminated to simplify the pathway to completion of the AAS. | Fall 2017 |

Request Types:

NC - New Course, **MC** - Modify Course, **DC** - Delete Course, **SC** - Suppress Course, **NP** - New Program, **MP** - Modify Program, **DP** - Delete Program, **SP** - Suspend Program, **NPO** - New Program Option, **MPO** - Modify Program Option, **DPO** - Delete Program Option, **SPO** - Suspend Program Option

| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------|---|--------------|--|----------------|
| | | Child Development AAS, Infant/Toddler and Center Director options | DPO/MP | Curriculum for these two options is being consolidated into the surviving Early Childhood option and 14 courses are being removed from the list of controlled electives. Purpose of this change is Pathway simplification. | Fall 2017 |
| CHLD | 1001 | Early Learning Guidelines - Infants, Toddlers, and Twos | SC | These courses are being removed from the catalog because they do not align with program maps. They will be taught through Continuing Education when offered. | Fall 2017 |
| CHLD | 1003 | Spanish for Classroom Teachers | | | Fall 2017 |
| CHLD | 2101 | Quality Child Care | | | Fall 2017 |
| CHLD | 2112 | Multicultural Issues in Early Care and Education | | | Fall 2017 |
| CHLD | 2181 | Early Childhood Gardening Activities for Teachers | | | Fall 2017 |
| CHLD | 2223 | Early Childhood Foundations | | | Fall 2017 |
| CHLD | 2341 | Brain Development: Birth to Eight | | | Fall 2017 |
| CHLD | 2421 | Children and Trauma | | | Fall 2017 |
| CHLD | 2543 | Cognitive and Language Development in Infants and Toddlers | | | Fall 2017 |
| CHLD | 2701 | Child Abuse and Neglect | | | Fall 2017 |
| | | Mathematics AS | MP | Remove the 3 hours of Gen Ed Math since 15 hours are required in the major courses. Those hours are added to recommended electives. | Fall 2017 |
| | | Communication Arts & Technology AA, English option | DPO | Delete the English option. See below. | Fall 2017 |
| | | English AA | NP | This new program will include 15 hours of required ENGL courses, 3 hours of elective ENGL courses, and 6 hours of recommended electives in the major. Total credit hours: 61. | Fall 2017 |
| | | Communication Arts & Technology AA | MP | Modify common core: Replace ENGL 2413 Introduction to Literature with COMM 2503 Intercultural Communication. Remove "Mass Communications" from Journalism and Mass Communication options. Lower each option to 15 hours and add 3 hours of General Education electives. | Fall 2017 |
| | | Horticulture Certificate | MP | Note: This certificate is available only at the Conner's Correctional Facility. Renumber HORT 1233 Introduction to Irrigation to 1231. Remove HORT 1381 Home Landscape Design. Add HORT 1383 Landscape Design & Construction & HORT 2501 Greenhouse Management, along with BUSN 1053 Introduction to Business and CSCI 1203 Computer Concepts and Applications. Increase credit hours from 9 to 16 to make Pell eligible | Fall 2017 |
| | | Science AS, Geography option | MPO | Remove 8-9 hours of GEOL and 11-12 hours of Recommended Electives. Add CHEM 1315 General Chemistry I and PHYS 11145 General Physics I to create a common core with other Science options. Increase GEOG required credit hours from 10 to 21, which includes adding GEOG/GIS 2434 Introduction to GIS and GEOG 2354 Computer Cartography. No change in credit hours. | Fall 2017 |
| PHSC | 2111 | Science Projects I: Project Wild | SC | Remove these former SPICE courses from the | Fall 2017 |

Request Types:

NC - New Course, **MC** - Modify Course, **DC** - Delete Course, **SC** - Suppress Course, **NP** - New Program, **MP** - Modify Program, **DP** - Delete Program, **SP** - Suspend Program, **NPO** - New Program Option, **MPO** - Modify Program Option, **DPO** - Delete Program Option, **SPO** - Suspend Program Option

| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------|--|--------------|---|----------------|
| PHSC | 2121 | Science Projects II: Project Learning Tree | | catalog that are no longer offered. | Fall 2017 |
| PHSC | 2131 | Science Projects III: Project West | | | Fall 2017 |
| PHSC | 2141 | Project Flying Wild | | | Fall 2017 |
| PHSC | 2161 | Kitchen Science Activities I for Educators | | | Fall 2017 |
| PHSC | 2171 | Kitchen Science Activities II for Educators | | | Fall 2017 |
| PHSC | 2181 | Early Childhood Gardening Activities for Teachers | | | Fall 2017 |
| | | Business Certificate | MP | Reactivate this certificate that is currently on suspension and create a Business Administration option comprised of: BUSN 1053 Introduction to Business; BUSN 1353 Business Mathematics, CSCI 1203 Computer Concepts & Applications; CSYS 2073 MS Office, BUSN/PHIL 1143 Introduction to Ethics: Business Issues and 3 hours of Controlled Electives. This will be taught at Conner's Correctional Center but will also be available in the catalog. This will be a stackable credential leading to the AAS in Business. Total credit hours: 18. | Fall 2017 |
| | | Pre-Education AA, Physical Education option | DPO | This option is being consolidated into the Health & Human Performance AS. (see below) | Fall 2017 |
| | | Health & Human Performance AS | MP/NPO | Change the program title from Health & Human Performance to Health, Human Performance and Physical Education. Add two options: Health & Human Performance and Physical Education. Remove 3 hours of Behavioral Science and 3 hours of Economics from HHP. Physical Education option will now require PHED 2653 Applied Anatomy & Kinesiology and PHED 2662 Care and Prevention of Athletic Injuries. Both options will share 6 hours of Controlled Electives. Total credit hours remain at 60. | Fall 2017 |
| | | Science AS, Biology option | MP | MATH 1513 becomes the required Gen Ed Math. Replace the Gen Ed Required Electives with PSYC 1113 Introduction to Psychology. Add PHYS 1114 General Physics I as a required course. This creates a common core with other Science AS options. Remove 5 hours of CHEM requirements. Remove BIOL 2134 Human Anatomy and BIOL 2154 Human Physiology and add BIOL 2123 Environmental Inquiry, BIOL 2143 Marine Biology and BIOL 2313 Principles of Ecology. Total credit hours remain at 60. Remove prerequisite from BIOL 1604 and BIOL 1404. | Fall 2017 |
| | | International Language Studies Certificate, Italian option | DPO | Option deletion due to low enrollment. There are no students enrolled this semester with the Italian option as their major. | Fall 2017 |
| | | Foreign Language AA, Italian option | DPO | Option deletion due to low enrollment. There are two students enrolled this semester with the Italian option as their major. | Fall 2017 |
| OCTA | 1203 | Introduction to Occupational Therapy | SC/NC | Renumber to OCTA 1202. | Fall 2017 |
| OCTA | 1293 | Introduction to Occupational Therapy II | SC/NC | Renumber to OCTA 1292. | Fall 2017 |

Request Types:

NC - New Course, **MC** - Modify Course, **DC** - Delete Course, **SC** - Suppress Course, **NP** - New Program, **MP** - Modify Program, **DP** - Delete Program, **SP** - Suspend Program, **NPO** - New Program Option, **MPO** - Modify Program Option, **DPO** - Delete Program Option, **SPO** - Suspend Program Option

| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------|---|--------------|--|----------------|
| OCTA | 1303 | Clinical Conditions/Terminology | SC/NC | Renumber to OCTA 1301 and retitle: Clinical Conditions. | Fall 2017 |
| | | Occupational Therapy Assistant AAS | MP | Add ALDH 1323 Medical Terminology and make course changes as noted above. Total credit hours reduced from 68 to 67. | Fall 2017 |
| | | Engineering Technology AAS, Manufacturing Production option | DPO | Delete program option to simplify pathway to completion of the Manufacturing Engineering Technology option. (see below) | Fall 2017 |
| | | Engineering Technology AAS, Quality Technology option | DPO | Delete program option to simply pathway to completion of the Manufacturing Engineering Technology option. (see below) | Fall 2017 |
| | | Engineering Technology AAS, Manufacturing Engineering Technology option | MPO | Deleting the two options noted above (Process Technology was deleted last month) will streamline the curriculum for this option. These courses are being deleted from this option: ENGT 1363 Metallurgy, ENGT 2643 Manufacturing Engineering II. These courses are being added to the option: ENGT 1212 Introduction to Fabrication Laboratory, ENGT 1513 Manufacturing Safety, ENGT 1543 Manufacturing Maintenance, QCTT 2383 Statistical Process Control and QCTT 2423 Quality Standards, Specifications & ISO 9000. | Fall 2017 |
| MDLT | 1212 | Introduction to Medical Laboratory Technology and Specimen Processing | SC | Course is being removed from Medical Laboratory Technology curriculum as noted below. | Fall 2017 |
| | | Medical Laboratory Technology Certificate, Phlebotomy option | MPO | Remove MDLT 1212, reducing total credit hours from 7 to 5. | Fall 2017 |
| MDLT | 1222 | Phlebotomy Clinical | MC | Modify course description and remove MDLT as prerequisite. | Fall 2017 |
| MDLT | 2001 | Professionalism/Ethics | SC/NC | Renumber to MDLT 2002 and retitle: Clinical Laboratory Operations and Professionalism. | Fall 2017 |
| MDLT | 2212 | Urinalysis and Body Fluids | NC | | Fall 2017 |
| MDLT | 2222 | Clinical Immunology and Serology | NC | | Fall 2017 |
| MDLT | 2322 | Clinical Chemistry/Urine Chemistry Lab | SC/NC | Renumber to MDLT 2331 and retitle: Clinical Chemistry Lab. | Fall 2017 |
| MDLT | 2323 | Clinical Chemistry/Urine Chemistry | MC | Modify course description and retitle: Clinical Chemistry. | Fall 2017 |
| MDLT | 2422 | Immunology and Blood Bank Lab | MC | Modify course description and retitle: Clinical Immunohematology/Blood Bank Lab | Fall 2017 |
| MDLT | 2424 | Immunology and Blood Bank | SC/NC | Renumber to MDLT 2423 and retitle: Clinical Immunohematology/Blood Bank. | Fall 2017 |
| MDLT | 2436 | Clinical Practicum I | SC/NC | Renumber to MDLT 2433. | Fall 2017 |
| MDLT | 2466 | Clinical Practicum II | SC/NC | Renumber to MDLT 2462. | Fall 2017 |
| MDLT | 2516 | Clinical Practicum III | NC | | Fall 2017 |
| | | Medical Laboratory Technology AAS | MP | Make changes to curriculum per the course changes above. Remove CHEM 1315 General Chemistry I and PSYC 1113 or SOCI 1113 requirements. Total credit hours remain 69. | Fall 2017 |
| PHMT | 1324 | Introduction to Profession of Pharmacy | SC | Pharmacy Technology certificate is being revised per new accreditation standards. (see below) | Fall 2017 |
| PHMT | 1334 | Introduction to Pharmacology | | | Fall 2017 |
| PHMT | 1414 | Pharmacy Technician Practicum I | | | Fall 2017 |
| PHMT | 1524 | Preceptorship I | | | Fall 2017 |
| PHMT | 1114 | Pharmalogical Calculations | NC | | Fall 2017 |

Request Types:

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| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------------|---|--------------|--|----------------|
| PHMT | 1124 | Community Pharmacy | NC | | Fall 2017 |
| PHMT | 1132 | Law & Ethics | NC | | Fall 2017 |
| PHMT | 1142 | Pharmacology I | NC | | Fall 2017 |
| PHMT | 1252 | Community Externship | NC | | Fall 2017 |
| PHMT | 1264 | Institutional Pharmacy | NC | | Fall 2017 |
| PHMT | 1312 | Pharmacology II | NC | | Fall 2017 |
| PHMT | 1344 | Advanced Practices | NC | | Fall 2017 |
| PHMT | 1352 | Pharmacy Technician Certification Review | NC | | Fall 2017 |
| PHMT | 1362 | Institutional Externship | NC | | Fall 2017 |
| PHMT | 1372 | Sterile & Non-Sterile Compounding Certification | NC | | Fall 2017 |
| | | Pharmacy Technology Certificate | MP | Program is being completely revised beginning with Spring 2018 cohort per new accreditation standards. | Fall 2017 |
| | | Fire & Emergency Medical Services AAS | MP | Delete BIOL 1314 Human Anatomy & Physiology and CHEM 1114 Principles of Chemistry and replace with 6 hours of Gen Ed electives. | Fall 2017 |
| | | Advanced Emergency Medical Technician Certificate | NP | Curriculum embedded within the Paramedic AAS will provide a step up in pay grade for EMTs. Total credit hours: 18. | Fall 2017 |
| ASLE | 0612 | Conversational Sign Language for the Deaf and Hard of Hearing | SC | Courses are no longer offered. | Fall 2017 |
| ASLE | 0802 | Sign Language for the Deaf and Hard of Hearing | | | Fall 2017 |
| HUMN | 2113 | Humanities I | MC | Retitle: Humanities I: Prehistory through the Middle Ages. | Fall 2017 |
| HUMN | 2223 | Humanities II | MC | Retitle: Humanities II: From the Renaissance to the Present. | Fall 2017 |
| HUMN | 2553 | American Humanities | MC | Retitle: Introduction to American Humanities. | Fall 2017 |
| SOCI/PSYC | 2713 | Aging and Behavior | MC | Modify course description and retitle: Aging, Death and Dying. | Fall 2017 |
| SOCI | 2143 | Minorities in America | MC | Modify course description and retitle: Inequalities in America. | Fall 2017 |
| MUSC | 2413 | Opera Workshop | NC | New course | Fall 2017 |
| MUSC | 2181 | Show Choir | MC | Modify course description and retitle: Jazz Choir. | Fall 2017 |
| MUSC | 2452 1852 | Composition for Songwriters II Composition for Songwriters I | NC | New course Course description change | Fall 2017 |
| | | Accounting Associate AAS | MP | Move ACCT 2523 Accounting Information Systems to common core from Accounting Software Application Specialist option. Lower required credit hours in BUSN courses from 6 to 3 in the Accounting Specialist option. No change in total credit hours. | Fall 2017 |
| RESP | 2352 | Respiratory Care Pharmacology | MC | Renumber to RESP 1342. | Fall 2017 |
| HITC | 1231 | Management of Medical Document Processing | SC | Course suppression | Fall 2017 |
| HITC | 2512 | HIT Professional Review | NC | New capstone course | Fall 2017 |
| | | Health Information Technology/Medical Records AAS | MP | Retitle program to eliminate reference to "Medical Records" which is obsolete and update curriculum based on the two course changes noted above. Total credit hours increased from | Fall 2017 |

Request Types:

NC - New Course, **MC** - Modify Course, **DC** - Delete Course, **SC** - Suppress Course, **NP** - New Program, **MP** - Modify Program, **DP** - Delete Program, **SP** - Suspend Program, **NPO** - New Program Option, **MPO** - Modify Program Option, **DPO** - Delete Program Option, **SPO** - Suspend Program Option

| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|----------------------|---|--------------|---|----------------|
| | | | | 69 to 70. | |
| | | Business Administration AS | DPO/MP | Delete the options for MIS, Accounting, Economics, and Management. Update the controlled electives to ensure transferability. No change in credit hours. | Fall 2017 |
| | | Science-Related Concentration AS, Physics option | MPO | Add to recommended electives: MATH 1715, PHYS 1003, and ASTR 1104. | Fall 2017 |
| | | Science-Related Concentration AS, Geology option | MPO | Remove MATH 1715 and add MATH 2114 & 2124 as options to satisfy MATH requirement. Add courses as Gen Ed Recommended Electives. | Fall 2017 |
| ASTR | 1121 | Field Astronomy | SC | Course suppression | Fall 2017 |
| BIOT | 1315 1534 2246 | Biotech Lab Methods & Techniques Cell Culture Techniques Molecular Biology & Techniques | MC | - BIOT 1315 - Allow CHEM 1315 to be taken concurrently rather than as prerequisite. - BIOT 1534 - Remove BIOT 1315 as a prerequisite. Allow BIOT 1113 to be taken concurrently. - BIOT 2246 - Allow CHEM 1415 to be taken concurrently. | Fall 2017 |
| BUSN | 2313 | Business Law I | MC | Course description change. | Fall 2017 |
| BUSN | 2323 | Business Law II | MC | Course description change. | Fall 2017 |
| BUSN | 1163 | Introduction to the Legal System | SC | Course suppression | Fall 2017 |
| BUSN | 1200 | Understanding Corporate Finance | SC | Course suppression | Fall 2017 |
| BUSN | 1211 | Basic Corporate Finance | SC | Course suppression | Fall 2017 |
| BUSN | 1221 | Strategic Planning | SC | Course suppression | Fall 2017 |
| BUSN | 1233 | Project Management | SC | Course suppression | Fall 2017 |
| BUSN | 1301 | Medical Vocabulary | SC | Course suppression | Fall 2017 |
| BUSN | 2173 | Skill-Building and Document Processing | SC | Course suppression | Fall 2017 |
| BUSN | 2203 | Supervision and Leadership-Hospitality Industry | SC | Course suppression | Fall 2017 |
| BUSN | 2333 | Principles of Finance | SC | Course suppression | Fall 2017 |
| BUSN | 2343 | Investment in Stocks and Bonds | SC | Course suppression | Fall 2017 |
| BUSN | 2423 | Special Events Management | SC | Course suppression | Fall 2017 |
| BUSN | 2483 | Health Care Law | SC | Course suppression | Fall 2017 |
| BUSN | 2492 | Health Care Business Operations Internship | SC | Course suppression | Fall 2017 |
| BUSN | 2643 | Procedures for Administrative Careers | SC | Course suppression | Fall 2017 |
| BUSN | 2713 | Principles of Casino Gaming Management | SC | Course suppression | Fall 2017 |
| BUSN | 2743 | Principles of Restaurant Management | SC | Course suppression | Fall 2017 |
| BUSN | 2813 | Legal Issues in Hospitality Management | SC | Course suppression | Fall 2017 |
| BUSN | 2823 | Hospitality Management Practicum | SC | Course suppression | Fall 2017 |
| MGMT | 1383 | Human Resources Management for the Hospitality Industry | SC | Course suppression | Fall 2017 |
| MGMT | 2403 | Critical Thinking for Results | SC | Course suppression | Fall 2017 |
| CHEM | 1034 | Practical Chemistry | SC | Course suppression | Fall 2017 |
| CHEM | 1134 | General, Organic and Biological Chemistry | MC | Add prerequisite: MATH 0013 or appropriate placement score. | Fall 2017 |

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| Discipline | Number | Course/Program | Request Type | Comments | Term Effective |
|------------|--------|---|--------------|--|----------------|
| CHEM | 1365 | General Chemistry for Engineers | NC | New course includes these prerequisites: one year of high school chemistry or one semester of college chemistry (CHEM 1114 or equivalent) AND MATH 1513 or equivalent with a grade of "C" or better. | Fall 2017 |
| CHLD | 2613 | Health, Safety and Nutrition: Birth to Eight | MC | Update course description. Remove requirement for background check. | Fall 2017 |
| ELET | 1523 | Unmanned Aerial Vehicle and Systems | NC | New course | Fall 2017 |
| ENGL | 0813 | Reading & Vocabulary for the Deaf and Hard of Hearing | SC | Course suppression | Fall 2017 |
| ENGL | 0823 | Writing Skills for the Deaf and Hard of Hearing | SC | Course suppression | Fall 2017 |
| ENGL | 0903 | Reading I | MC | Course title change to: Reading Foundations I | Fall 2017 |
| ENGL | 0913 | Reading II | MC | Course title change to: Reading Foundations II | Fall 2017 |
| ENGL | 0923 | Writing I | MC | Course title change to: Writing Foundations I | Fall 2017 |
| ENGL | 0933 | Writing II | MC | Course title change to: Writing Foundations II | Fall 2017 |
| ENGL | 0943 | Writing Foundations Workshop | NC | New course | Fall 2017 |
| ENGL | 0963 | College Survival | SC | Course suppression | Fall 2017 |
| ENGL | 1091 | College Orientation | SC | Course suppression | Fall 2017 |
| ENGL | 2543 | British Literature I | MC | Course title change to: British Literature to 1800 | Fall 2017 |
| ENGL | 2653 | British Literature II | MC | Course title change to: British Literature from 1800 | Fall 2017 |
| ENGL | 2673 | World Literature I | MC | Course title change to: World Literature to 1700 | Fall 2017 |
| ENGL | 2683 | World Literature II | MC | Course title change to: World Literature from 1700 | Fall 2017 |
| ENGL | 2773 | American Literature I | MC | Course title change to: American Literature to 1865 | Fall 2017 |
| ENGL | 2883 | American Literature II | MC | Course title change to: American Literature from 1865 | Fall 2017 |
| ENGL | 2463 | Nonfiction Writing | MC | Course title change to: Creative Nonfiction Writing | Fall 2017 |
| ESLA | Varies | English as a Second Language Courses | NC | 47 new ESL classes to be offered during the day and numbered from ESLA 0063 to 0990. | Fall 2017 |
| ESLN | Varies | English as a Second Language Courses | NC | 45 new ESL classes to be offered during the evening and numbered from ESLN 0013 to 0990. | Fall 2017 |
| FEMS | 1214 | Principles of Fire and Emergency Medical Services | MC | Delete current prerequisites and add BIOL 1314 as a prerequisite. | Fall 2017 |
| FEMS | 1233 | Fire Behavior and Combustion | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 1243 | Hazardous Materials Chemistry | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 1253 | Building Construction for Fire Protection | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 1263 | Fire Protection Hydraulics and Water Supply | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2213 | Legal Aspects of Emergency Services | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2223 | Fire Prevention | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2233 | Code Enforcement | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2243 | Fire Protection Systems | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2253 | Fire Investigation | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |
| FEMS | 2263 | Fire and Emergency Services Administration | MC | Remove CHEM 1114 as a prerequisite. | Fall 2017 |

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|------------|--------|---|--------------|---|----------------|
| HIST | 2163 | Introduction to the History and Philosophy of Science | SC | Suppressing this course which will continue to be taught as a PHIL course. | Fall 2017 |
| HUMN | 2883 | Art and Identity: Cultural Encounters in America | MC | Course title change to: Cultural Identities and the Arts in America | Fall 2017 |
| JRMC | 1713 | Voice and Articulation | SC | Course suppression | Fall 2017 |
| JRMC | 2103 | Principles of Broadcasting and Electronic Media | SC | Course suppression | Fall 2017 |
| JRMC | 2373 | Broadcast Laboratory | SC | Course suppression | Fall 2017 |
| JRMC | 2623 | Radio Laboratory | SC | Course suppression | Fall 2017 |
| MATH | 0803 | Mathematics Skills for the Deaf and Hard of Hearing | SC | Course suppression | Fall 2017 |
| MATH | 0822 | Consumer Math for the Deaf and Hard of Hearing | SC | Course suppression | Fall 2017 |
| MATH | 0003 | Basic Math | MC | Course title change to: Math Foundations I Course description change. | Fall 2017 |
| MATH | 0013 | Beginning Algebra | MC | Course title change to: Math Foundations II | Fall 2017 |
| MATH | 0055 | Basic Math and Beginning Algebra | MC | Course title change to: Math Foundations I & II | Fall 2017 |
| MATH | 0123 | Intermediate Algebra | MC | Course title change to: Essentials for Precalculus Course description change. | Fall 2017 |
| MATH | 0403 | Developmental Math Level 4 | MC | Course title change to: Essentials for Quantitative Reasoning. Course description change. Change prerequisite from MATH 0303 to MATH 0013 or MATH 0055. | Fall 2017 |
| MATH | 1473 | Mathematics for Critical Thinking | MC | Course title change to: Quantitative Reasoning. Course description change. Change prerequisite from MATH 0123 or MATH 0105 to MATH 0403. | Fall 2017 |
| MATH | 1483 | Mathematics Functions and Their Uses | MC | Change prerequisite from MATH 0123 or 0105 to MATH 1454 or 1473. | Fall 2017 |
| MATH | 1513 | College Algebra | MC | Course title change to: Precalculus I. Remove MATH 0105 from prerequisites. | Fall 2017 |
| MATH | 1613 | Plane Trigonometry | MC | Course title change to: Precalculus II | Fall 2017 |
| MATH | 1715 | College Algebra and Plane Trigonometry | MC | Course title change to: Precalculus I and II. Remove MATH 0105 from prerequisites. | Fall 2017 |
| MATH | 2114 | Analytic Geometry and Calculus I | MC | Remove MATH 1513 from prerequisites. | Fall 2017 |
| MATH | 2193 | Elementary Statistics | MC | Remove MATH 1454 and 1483 from prerequisites. | Fall 2017 |
| MATH | 2423 | Mathematics Concepts for Educators | MC | Remove MATH 0123 and add MATH 1473, 1513, and 1715 to prerequisites. | Fall 2017 |
| MATH | 2523 | Calculus for Business, Life, and Social Sciences | MC | Remove MATH 1483 and MATH 2513 and add MATH 1473 to prerequisites. | Fall 2017 |
| MATH | 2553 | Geometry and Measurement | MC | Remove MATH 1483 from prerequisites. | Fall 2017 |
| PHED | 2332 | Jogging for Fitness | MC | Modify course description and remove prerequisite: PHED 2322. | Fall 2017 |
| PHIL | 2163 | Introduction to the History and Philosophy of Science | MC | Course description change. | Fall 2017 |
| PHIL | 2153 | Medical Ethics | SC/NC | Renumber course to PHIL 2263. Cross list to SOCI 2263. | Fall 2017 |
| SOCI | 2263 | Medical Ethics | NC | Cross-list to PHIL 2263 (was 2153) and give (H) designation. | Fall 2017 |
| PHSC | 0123 | Basic Physical Science | SC | Course suppression | Fall 2017 |
| PHYS | 1003 | Introduction to Physics | MC | Course description change. | Fall 2017 |
| PHYS | 1014 | Conceptual Physics | SC | Course suppression | Fall 2017 |

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|--------------|--------------|--|--------------|---|----------------|
| BIOL | 2164 | Microbiology | MC | Removed "instructor approval" from prerequisites. | Fall 2017 |
| ENGL COLL | 1003 1002 | Academic Strategies First Year Experience Seminar | SC/NC | Academic Strategies is being replaced by First Year Experience Seminar. | Fall 2017 |
| COLL | 1012 | First Year Experience: Concurrent Enrollment | NC | Contextualized course for concurrent students. | Fall 2017 |
| | | Management AAS, Management Internship Option | DPO | Delete program option. | Fall 2017 |
| MGMT | 1343 | Management Internship I | SC | Course suppression | Fall 2017 |
| MGMT | 1363 | Management Internship II | SC | Course suppression | Fall 2017 |
| MGMT | 2303 | Management Internship III | SC | Course suppression | Fall 2017 |
| MGMT | 2343 | Management Internship IV | SC | Course suppression | Fall 2017 |
| | | Liberal Arts AA, Humanities and the Environment area of emphasis | MP | Delete this area of emphasis. Reminder: areas of emphasis act as a pool of controlled electives. | Fall 2017 |
| | | Cardiovascular Technology, AAS | MP | Remove CHEM 1114 from the degree. Credit hours will be reduced from 68 to 64. | Fall 2017 |
| CVTC | 1003 | Introduction to Cardiovascular Technology | MC | Remove two hours of lab and increase lecture to three hours. | Fall 2017 |
| HITC | 2412 | Professional Practice Experience II | MC | Reduce lab hours and renumber to HITC 2411. Previous curriculum submission in November would have increased credit hours from 69 to 70. This course change will keep the program at 69 hours. | Fall 2017 |
| | | Mathematics AS | MP | MATH requirement change. MATH 1513 Precalculus I to be the required Gen Ed Math. Previously was any Gen Ed Math. | Fall 2017 |
| | | Information Technology AAS, all options | MPO | Math requirement change. BUSN 1353 or MATH 1473 will be the required MATH. Previously was BUSN 1353 or MATH 1513. | Fall 2017 |
| | | Liberal Arts AA, American Studies and International options | MPO | Math requirement change. MATH 1473 or higher level Gen Ed Math will become the requirement. Previously was MATH 1513. | Fall 2017 |
| | | Computer Information Systems AS | MP | MATH requirement change. MATH 1513 Precalculus I to be the required Gen Ed Math. Previously was any Gen Ed Math. | Fall 2017 |
| | | International Business AS | MP | MATH requirement change. MATH 1513 Precalculus I to be the required Gen Ed Math. Previously was any Gen Ed Math. | Fall 2017 |
| | | Marketing AS | MP | MATH requirement change. MATH 1473 Quantitative Reasoning or 1513 Precalculus I to be the required Gen Ed Math. Previously was any Gen Ed Math. | Fall 2017 |
| | | Pre-Nursing AS | MP | Change Controlled Electives to Recommended Electives | Fall 2017 |
| | | International Language Studies Certificate; Foreign Language AA | MP | Change name for both programs to "World Languages". No change in curriculum. | Fall 2017 |
| | | Accounting Associate AAS | MP | Change program name to "Accounting". | Fall 2017 |
| | | Engineering Technology AAS, Surveying option | SPO | Suspend program option. | Fall 2017 |
| | | Management AAS | SP | Suspend program. | Fall 2017 |
| | | Human Resources AAS | SP | Suspend program. | Fall 2017 |
| | | Marketing AAS | SP | Suspend program. | Fall 2017 |

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| | | Business AAS | MP | Program requirement changes as follows: -Restructure curriculum to create three new options: Management, Human Resources, Marketing. There will no longer be a general Business AAS degree. - Delete the following courses from the current degree: ACCT 2213, 2223; BUSN 1143, 1153, 2053, 2313; ECON 2013, 2023, 2123; PSYC 1313 | Fall 2017 |
| HIST | 1044 | Oklahoma History Plus Research | SC | Suppress courses. No longer offered. | Fall 2017 |
| HIST | 1083 | Survey of English History to 1688 | | | |
| HIST | 1093 | Survey of English History from 1688 to Present | | | |
| HIST | 2023 | Modern Eastern Civilization | | | |
| HIST | 2223 | Modern Latin American History | | | |
| HIST | 2353 | Hispanic American History | | | |
| HIST | 2533 | Survey of the American Frontier | | | |
| CHLD | 2101 | Quality Child Care | MC | This course was suspended earlier in the year. This action will reactivate the course. It will be taught this summer as a credit/non-credit course through Continuing Education. | Summer 2017 |
| CHLD | 2181 | Early Childhood Gardening Activities for Teachers | MC | This course was suspended earlier in the year. This action will reactivate the course. It will be taught this summer as a credit/non-credit course through Continuing Education. | Summer 2017 |