Annual Student Assessment Report

2016-17 Activity

Submitted to the Oklahoma State Regents for Higher Education

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Contents

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_GRPH	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_FREC	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.
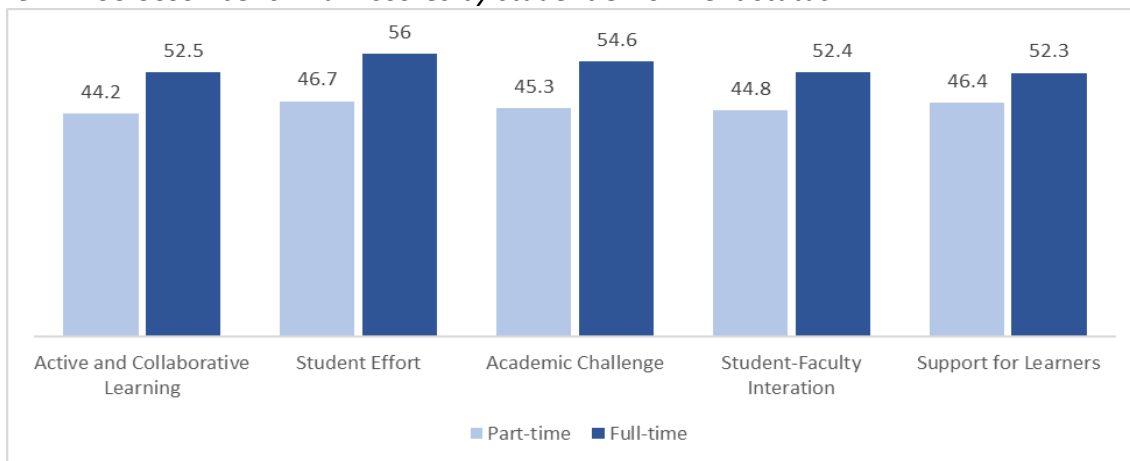
For the overall averages, there was no real change in TCC's benchmark scores since 2015 for Active and Collaborative Learning (46.9) and Academic Challenge (48.4). We dropped over one point in Student-Faculty Interaction (47.3). We saw a 2.3-point increase in Student Effort, and a 1.5-point increase 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 standardize 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. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. 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. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. 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. Mean (SD)	The instructor communicated in a prompt manner. Mean (SD)	I would recommend this instructor. 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%

- o Ethical decision making – 69.4%
  - o Diversity awareness – 67.5%
  - o 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.
  - o Other Students – 95.0%
  - o Instructors – 96.1%
  - o Administrators and staff from TCC offices – 84.7%

- Alumni were asked to rate the quality of their educational experience at TCC.
  - o 73.4% indicated they were Very satisfied with the overall educational experience at TCC.
  - o 68.0% indicated they would definitely enroll at TCC if they were starting college again.
  - o 75.9% indicated they would definitely recommend TCC to others.
  - o 54.7% characterized the preparation received at TCC for further study at another college or university as either Exceptional or Better than adequate.
  - o 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 employees a Director, Assistant Director, and many Testing Services staff members (both full-time and part-time). TCC's Testing Services administers placement tests, academic tests for faculty, as well as many other standardized and high-stakes testing for students and the community.

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

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 *OR* **MATH 2193**, Elementary Statistics *OR* **MATH 2513**, Finite Math *OR* **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 *OR* **MATH 1715**, College Algebra & Trigonometry	40-62 College Level Math
66-100 Algebra OR 38 College Algebra	19	**MATH 1473**, Math for Critical Thinking *OR* **MATH 1483**, Mathematics Functions and Their Uses *OR* **MATH 1454**, Technical Mathematics	40-62 College Level Math
39-65 Algebra		**MATH 0123,** Intermediate Algebra	76+ Elementary Algebra
36-100 Pre-algebra OR 38 Algebra		**MATH 0013,** Beginning Algebra **OR** **MATH 0105**, Beginning and Intermediate Algebra	40+ Arithmetic
0-35 Pre-algebra		**MATH 0003,** Basic Math **OR** **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) *Students for whom English is a Second Language (ESL) should meet with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.*	66-79
0-56	0-14	**ENGL 0903** (Reading I) *Students for whom English is a Second Language (ESL) should meet with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.*	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) *Students for whom English is a Second Language (ESL) should meet with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.*	70-79
0-37	0-13	**ENGL 0923** (Writing I) *Students for whom English is a Second Language (ESL) should meet with the ESL Academic Counselor, (918) 595-8411 or (918) 595-7402, for ESL placement testing and to be enrolled in appropriate ESL coursework.*	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 *(Must be enrolled simultaneously)*			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 *(If Undeclared Major, and ACT < 20, recommend Math 1473)*	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 *(Must be enrolled simultaneously)*			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 *(Must be enrolled simultaneously)* **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 *(Reading proficiency must also be met)*	480	19+	6-8	N/A
					5	90+
N/A	74-79	ENGL 1113 Composition I *AND* ENGL 0943 Writing Foundations Workshop *(Reading proficiency must also be met)* *(Must be enrolled simultaneously)*			5	0-89
					4	90+
38-74	70-79	ENGL 0933 Writing Foundations II			4	0-89
					3	90+
0-37	0-69	ENGL 0923 Writing Foundations I			3	0-89
					1-2	N/A

Appendix 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. JRMC 2573 which has been a cross-listed course will continue.	Fall 2017
CSCI	1283	2D Animation	DC/NC	Renumber course title 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

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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 Spiritualties	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

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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

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 form 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

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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			Fall 2017
PHMT	1334	Introduction to Pharmacology	SC	Pharmacy Technology certificate is being revised per new accreditation standards. (see below)	Fall 2017
PHMT	1414	Pharmacy Technician Practicum I			Fall 2017
PHMT	1524	Preceptorship I			Fall 2017
PHMT	1114	Pharma logical Calculations	NC		Fall 2017

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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
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

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

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
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 Laboraory	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

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	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 curiculum.	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

Discipline	Number	Course/Program	Request Type	Comments	Term Effective
		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