Annual Report of Student Assessment Activity

2020-2021

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Section I – Entry Level Assessment and Course Placement

Activities

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

College level course placement was determined by ACT or SAT score, GED, or previous coursework completed at other institutions. If the student did not qualify for college-level courses based on this information, they were required to take the appropriate ACCUPLACER placement test(s).

ACT Math (19 or higher), SAT Math (510 or higher), GED Math (165 or higher), ACCUPLACER Next-Generation math tests, and HS GPA were used to place students in mathematics. Due to the change to math pathways based on student's major, we used a separate test for those needing to take Precalculus I or Math Functions (MATH 1513 or 1483, respectively; ACCUPLACER Advanced Algebra and Functions test - 263 or above) and Technical Math, Math Functions, or Elementary Statistics (MATH 1454, MATH 1483, or MATH 2193; ACCUPLACER Advanced Algebra and Functions test – 237 or above), versus those needing to take Quantitative Reasoning (MATH 1473; ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test - 263 or above, or a 255-262 and HS GPA of 3.0 or higher).

ACT Reading (19 or above), SAT English (510 or above), GED Language Arts (165 or above), High School GPA (3.2 or above), and ACCUPLACER Next-Generation Reading test (263 or above) were used for placing students into college-level coursework in reading.

ACT English (19 or above), SAT English (510 or above), GED Language Arts (165 or above), High School GPA (3.2 or above), and Accuplacer's WritePlacer (5 or above) were used for placing students into college-level writing (ENGL 1113, Composition I).

See Appendix A for all cut scores.

I-2. How were students determined to need remediation?

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

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

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

- READ 0113 – Introduction to Academic Reading
- READ 0123 – Critical Academic Reading
- ENGL 0923 – Writing Foundations I
- ENGL 0933 – Writing Foundations II
- ENGL 0943/1113 – Writing Foundations Workshop co-requisite with Composition I
- MATH 0003 – Math Foundations I
- MATH 0013 – Math Foundations II
- MATH 0123/1513 – Essentials for Precalculus I co-requisite with Precalculus I

- MATH 0403/1473 – Essentials for Quantitative Reasoning co-requisite with Quantitative Reasoning

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

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

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

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

To place into Essentials for Precalculus I co-requisite with Precalculus I, students had to earn a 237-262 on the ACCUPLACER Advanced Algebra and Functions test, or have a HS GPA of 3.0 to 3.39. To place into Essentials for Quantitative Reasoning co-requisite with Quantitative Reasoning, students had to earn a 237-262 on the ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test, a 285 or above on the ACCUPLACER Arithmetic test combined with a score of 230-236 on the Quantitative Reasoning, Algebra, and Statistics test, or have a HS GPA of 3.0 to 3.19.

To place into Writing Foundations Workshop co-requisite with Composition I, students had to score a 4 on the WritePlacer, a 165-174 on the GED Language Arts, or have a high school GPA from 2.7 to 3.19.

See Appendix A for all cut scores.

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

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

Analyses and Findings

I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Generally, data is examined at both the course level and the student cohort level. Data are used accordingly by the departments to make appropriate changes. Full grade distributions are available in Appendix C.

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

Area	Course	Summer 2020		Fall 2020		Spring 2021	
		# of Students Enrolled	Success Rate (C or Better)	# of Students Enrolled	Success Rate (C or Better)	# of Students Enrolled	Success Rate (C or Better)
Writing	ENGL 0923	15	67%	110	55%	38	37%
	ENGL 0933	36	86%	171	47%	123	61%
	ENGL 0943	0		184	76%	187	71%
	ENGL 1113	350	75%	3,064	73%	1,438	64%
Read-ing	READ 0113	0		127	46%	41	49%
	READ 0123	58	83%	588	63%	363	57%
Math	MATH 0003	34	74%	309	52%	154	45%
	MATH 0013	136	62%	643	53%	535	51%
	MATH 0055					59	51%
	MATH 0123	54	63%	417	57%	328	58%
	MATH 0403	35	77%	181	66%	166	69%
	MATH 1454	0		27	41%	0	
	MATH 1473	106	79%	496	65%	348	72%
	MATH 1483	30	83%	240	55%	209	55%
	MATH 1513	314	70%	1,375	64%	1,111	69%
	MATH 2193	224	82%	408	73%	364	73%

As can be seen in Table 1, developmental writing had success rates ranging from 37% to 86%. The co-requisite writing course had success rates ranging from 71% to 76%. Composition I had success rates ranging from 64% to 75%. Developmental reading had success rates ranging from 46% to 62%. Developmental math courses had success rates ranging from 45% to 74%. Co-requisite math courses had a success rate ranging from 57% to 77%. College-level math courses had success rates ranging from 41% to 83%.

Of the 3,076 first-time entering, credential-seeking students in the fall 2020, 866 (28.2%) placed in developmental writing: 556 (18.1%) one level below college level, our co-requisite; 91 (3.0%) placed into Writing Foundations II; and, 219 (7.1%) placed into our lowest level developmental writing, Writing Foundations I. This writing placement is consistent with the placement of the Fall 2019 cohort. Of the Fall 2020 cohort, 788 (25.6%) placed in developmental reading (down slightly from fall 2019): 594 (19.3%) one level below college level; and, 194 (6.3%) two levels below college level. Of the Fall 2020 cohort, 1,219 (39.6%) placed into developmental mathematics (an increase of about 8% from fall 2019, but still well below the over 50% in Fall 2018): 398 (12.9%) one level below college level, co-requisite; 452 (14.7%) two levels below college level; and, 369 (12.0%) three levels below college level. The following tables provide the enrollment and success rates for students in

the Fall 2020 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2020 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental, Co-requisite, and College-level Writing Courses Based on Placement Level

		Student Placement									
		Composition I		Co-requisite		Writing Foundations II		Writing Foundations I		Placement Unknown	
Total Cohort		**2,161**	**70.3%**	**556**	**18.1%**	**91**	**3.0%**	**211**	**6.9%**	**57**	**1.9%**
ENGL 0923 Writing Foundations I	Took	4	0.2%	6	1.1%	5	5.5%	81	38.4%	0	0%
	Earned C or better	4	100%	4	66.7%	2	40.0%	38	46.9%		
ENGL 0933 Writing Foundations II	Took	3	0.1%	55	9.9%	46	50.6%	22	10.4%	9	15.8%
	Earned C or better	2	66.7%	34	61.8%	23	50.0%	16	72.7%	6	66.7%
ENGL 0943 Co-Req	Took	13	0.6%	152	27.3%	0		2	1.0%	2	3.5%
	Earned C or better	12	92.3%	104	68.4%			2	100%	2	100%
ENGL 1113 Comp I Co-Req	Took	13	0.6%	150	27.0%	0		1	0.5%	2	3.5%
	Earned C or better	10	76.9%	100	66.7%			1	100%	2	100%
ENGL 1113 Comp I College-level	Took	1,672	77.4%	43	7.7%	13	14.3%	11	5.2%	10	17.5%
	Earned C or better	1,293	77.3%	31	72.1%	8	61.5%	9	81.8%	4	40.0%

Of the 3,076 first-time entering, credential-seeking students in the fall of 2020, 1,915 (62.3% vs. 43.9% for the fall 2019 cohort) took Composition I (ENGL 1113), and 1,458 (76.1% vs. 73.3% for fall 2019) of those students successfully completed the course. Of the 2,161 (70.3% vs. 56.7% for fall 2019) students who were deemed college ready in writing 1,685 (78.0% vs. 65.8% for fall 2019) took Composition I, with 1,303 (60.3% vs. 74.7% for fall 2019) of those students earning a C or better in Composition I by the end of their first year. Of the 556 (18.1% vs. 19.1% for fall 2019) students who placed into co-requisite writing, 193 (34.7% vs. 52.4% for fall 2019) took Composition I, with 131 (67.9% vs. 68.2% for fall 2019) passing with a C or better. Of the 302 (9.8% vs. 13.3% for fall 2019) students who placed into developmental writing at any level, 25 (8.3% vs. 15.7% for fall 2019) took Composition I in the first year, with 18 (72.0% vs. 75.0% for fall 2019) passing with a C or better.

Table 3. Fall 2020 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental and Gateway Reading Courses Based on Placement Level

		Student Placement							
		College Level		Reading Foundations II		Reading Foundations I		Placement Unknown	
Total Cohort		**2,243**	**72.9%**	**594**	**19.3%**	**191**	**6.2%**	**48**	**1.6%**
READ 0113 Intro to Acad. Reading	Took	6	0.3%	18	3.0%	90	47.1%	0	0%
	Earned C or better	2	33.3%	12	66.7%	42	46.7%		
READ 0123	Took	41	1.8%	490	82.5%	44	23.0%	10	20.8%

Critical Academic Reading	Earned C or better	32	78.0%	318	64.9%	27	61.4%	7	70.0%

Of the 3,076 first-time entering, credential-seeking students in the fall of 2020, 788 (25.6% vs. 27.6% for the fall 2019 cohort) students placed into developmental reading at any level. Of those students, 534 (67.8% vs. 76.5% for fall 2019) took Reading Foundations II, with 345 (64.6% vs. 69.1% for fall 2019) successfully completing the course, thus being deemed college level in reading by the end of their first year.

Table 4. Fall 2020 First-time Entering, Credential-seeking Student Cohort First Year Success in Developmental, Co-requisite, and College-level Mathematics Courses Based on Placement Level

		Student Placement									
		College Level		**1 Level Below College Level**		**2 Levels Below College Level**		**3 Levels Below College Level**		**Placement Unknown**	
Total Cohort		**1,791**	**58.2%**	**398**	**12.9%**	**452**	**14.7%**	**355**	**11.5%**	**80**	**2.6%**
MATH 0003 Math Found. I	Took	6	0.3%	15	3.8%	25	5.5%	177	49.9%	2	2.5%
	Earned C or better	3	50.0%	12	80.0%	13	52.0%	86	48.6%	1	50.0%
MATH 0013 Math Found. II	Took	25	1.4%	36	9.0%	311	68.8%	59	16.6%	17	21.3%
	Earned C or better	17	68.0%	24	66.7%	175	56.3%	31	52.5%	12	70.6%
MATH 0403 Co-req for Quant Reasoning	Took	15	0.8%	53	13.3%	19	4.2%	5	1.4%	1	1.3%
	Earned C or better	9	60.0%	36	67.9%	10	52.6%	4	80.0%	0	0%
MATH 1473 Quant Reasoning Co-req	Took	14	0.8%	53	13.3%	19	4.2%	5	1.4%	15	18.8%
	Earned C or better	9	64.3%	35	66.0%	11	57.9%	4	80.0%	9	60.0%
MATH 1473 Quant Reasoning College-level	Took	211	11.8%	1	0.3%	0	0%	0	0%	0	0%
	Earned C or better	139	65.9%	1	100%						
MATH 0123 Co-req for PreCalc I	Took	82	4.6%	90	22.6%	43	9.5%	4	1.1%	5	6.3%
	Earned C or better	53	64.6%	51	56.7%	25	58.1%	3	75.0%	1	20.0%
MATH 1513 PreCalc I Co-req	Took	81	4.5%	90	22.6%	43	9.5%	4	1.1%	5	6.3%
	Earned C or better	53	65.4%	52	57.8%	28	65.1%	2	50.0%	1	20.0%
MATH 1513 PreCalc I College-level	Took	733	40.9%	3	0.8%	0	0%	1	0.3%	0	0%
	Earned C or better	554	75.6%	1	33.3%			1	100%		
MATH 1483 Math Functions	Took	127	7.1%	21	5.3%	11	2.4%	0	0%	1	1.3%
	Earned C or better	78	61.4%	10	47.6%	7	63.6%			0	0%
MATH 1454 Tech. Math	Took	4	0.2%	3	0.8%	0	0%	0	0%	0	0%
	Earned C or better	3	75.0%	2	66.7%						
MATH 2193 Elem. Stats.	Took	71	4.0%	11	2.8%	1	0.2%	0	0%	0	0%
	Earned C or better	59	83.1%	7	63.6%	1	100%				

Of the 3,076 first-time entering, credential-seeking students in the fall of 2020, 1,413 (45.9% vs. 37.3% for the fall 2019 cohort) took either MATH 1454, 1473, 1483, MATH 1513, or MATH 2193 by the end of their first year. Of the 1,791 (58.2% vs. 60.5% for fall 2019) placing in college level math upon entrance, 1,150 (64.2% vs. 48.7% for fall 2019) took one of these college level math courses, with 837 (72.8% vs. 70.7% for fall 2019) passing with a C or better. Of the 398 (12.9% vs. 9.4% for fall 2019) who placed into co-requisite math, 173 (43.5%) took college level math, and 102 (58.9% vs. 52.8% for fall 2019) passed with a C or better. Of the 821 (26.7% vs. 22.3% for fall 2019) who tested into developmental math at any level, 85 (10.4% vs. 11.6% for fall 2019) took one of these college level math courses, with 55 (64.7% vs. 74.2% for fall 2019) passing with a C or better.

Many changes have been made in the developmental placement and curriculum at TCC in the past years. In Fall 2019, 40.2% of first-time entering students placed college level in all three areas. This was up from 31.2% in Fall 2018 and 32.6% in Fall 2017. However, temporary changes in placement schemes due to COVID resulted in a more dramatic increase in percentage of students placing in college level across all three subject areas; 1,698 (55.2%) of the fall 2020 cohort placed college level in all three areas. For the Fall 2020 cohort, 72.9% placed college-level in reading (vs. 65.9% for fall 2019), 70.3% (vs. 56.7%) in writing, and 58.2% (vs. 60.5%) in math. This dramatic change in reading and writing is likely due to adding high school GPA as a placement tool for academic year 2020-21.

The developmental education committee examines data provided by institutional research regularly. A member of the institutional research team, faculty and academic administrators from the math and English disciplines, as well as representatives from student services and operations who are impacted by changes made in placement and developmental curriculum serve on the developmental education committee. They examine the data, best practices, and recommendations from their stakeholders, and then make policy and procedure recommendations to the Academic Affairs Council. During the 2020-2021 academic year, discussions focused on development of the Integrated Reading and Writing co-requisite course, temporary placement schemes due to COVID, placement testing procedures due to COVID, modality effects on DFW rates in developmental and gateway courses and more. Faculty have continued to examine policies and procedures based on these data and make recommendations to the appropriate departments and councils for approvals. The math department revived MATH 0055 as a way for students to move more quickly through the developmental pathway. This course combines Math Foundations I and II into a single semester course. During the academic year 21-22, the math department and developmental education committee will begin analyzing data regarding the efficacy of this change. Additionally, math faculty have begun investigating the addition of a co-requisite course for the Math Functions pathway to be implemented in Fall 2022.

Section II –General Education Assessment

Administering Assessment

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

Because our certificate programs and many of our AAS programs do not require the entire General Education series of coursework, at TCC we distinguish between General Education and Institutional Learning Outcomes (ILOs). The (ILOs) are the umbrella under which all degree/certificate, program, and course-level outcomes are housed and express a shared, college-wide articulation of expected learning for credential recipients. Students acquire knowledge, skills, behaviors, and attitudes through their coursework and in co-curricular activities. Academic program faculty are expected to collect, analyze, and report data for each of the four ILOs through coursework within their program. This data is collected typically by embedded assessments within the curriculum. However, some programs use standardized exams as required by their program accrediting bodies. Student Success and Equity also collect, analyze, and report data to determine the extent to which students acquire these same attributes through co-curricular activities or student services that align with the ILOs. As explained in the approved assessment plan, academic year 2017-18 was data collection for Communication Skills (ILO #1), and academic year 2018-19 was data collection for Critical Thinking (ILO #2). During the 2019-20 academic year, the focus was on analyzing and discussing previously collected data and creating implementation plans. For this academic year, there was data collection for Personal Responsibility (ILO #3) and Social Responsibility (ILO #4).
Upon graduation from TCC, students will have achieved proficiency in the following four ILOs, that were approved by our CAO in Fall 2016.

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

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

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

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

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

Assessment data were collected for Personal and Social Responsibility (ILOs #3 and #4) during the 2020-21 academic year. Direct assessment data were collected by departments within courses as outlined in each program's approved Program Assessment Plan. Students enrolled in courses that taught personal or social responsibility as part of a program assessment plan were assessed using measures designed and administered by the faculty teaching those courses. In some situations, primarily specialized accredited programs, measures included standardized exams or tools.

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

1. This course helped me develop my communication skills.
2. This course helped me develop my critical thinking skills.
3. This course helped me develop my sense of personal responsibility.
4. This course helped me develop my sense of social responsibility.

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

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

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

Following our learning outcomes assessment timeline, no data collection occurred in 2019-2020, which means faculty did not have data to review and apply during the 2020-2021 academic year. Next year, changes created in response to analyzing learning outcomes data about personal and social responsibility will be reported.

Analyses and Findings

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

Direct assessment data were collected during AY 2020-2021 for TCC's Institutional Learning Outcomes #3: Personal Responsibility and #4: Social Responsibility. Faculty were free to select a course-embedded assessment measure to assess course-level learning outcomes that support the ILOs of Personal and Social Responsibility. The data for the institution overall and by course discipline can be found in Table 6. The data were submitted at the instructor level, and were shared with departments as well as Deans and Department Chairs to assist program faculty in making improvements to their instruction, curriculum, and other processes.

In certain situations, multiple course learning outcomes (CLOs) were assessed per course. Therefore, the numbers in the table below reflect the number of assessments given. It is likely that some students were assessed multiple times within a discipline, depending on how many CLOs were assessed in a class, and how many classes in that discipline a student took in Fall 2020 and Spring 2021.

Table 6. Number and Percentage of Successfully Completed Personal and Social Responsibility Assessments by Discipline for Academic Year 2020-21

Discipline	Number of Personal Responsibility Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Disciplines	***25,934***	***22,671***	***87.4%***
Accounting	87	87	100%
Allied Health	0		
American Sign Language	29	17	58.6%
Art	39	34	87.2%
Astronomy	N/A	N/A	N/A
Aviation Sciences Technology	216	208	96.3%
Biology	3386	2912	86%
Biomedical Equipment Technology	0		
Biotechnology	20	13	65.0%
Business	446	413	92.6%

Discipline	Number of Personal Responsibility Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
Cardiovascular Technology	0	0	0
Chemistry	752	543	72.2%
Child Development	741	581	78.4%
Communication	57	45	78.9%
Computer Information Systems	295	244	82.7%
Criminal Justice	115	105	91.3%
Dental Hygiene	1,190	1,165	97.9%
Diagnostic Medical Sonography	13	12	92.3%
Digital Media	15	14	93.3%
Drafting and Engineering Technology	0	0	0
Economics	391	276	70.6%
Electronics Technology	0	0	0
Engineering	114	100	87.7%
English	308	252	81.8%
Fire and Emergency Medical Services	0	0	0
French	0	0	0
Geography	0	0	0
Geology	198	162	81.8%
Health Information Technology	0	0	0
History	1,614	1,314	81.4%
Human Resources	97	71	73.2%
Human Services	14	14	100.0%
Humanities	0	0	0
Information Technology Convergence	0	0	0
Interior Design	0	0	0
Interpreter Education	57	42	73.7%
Japanese	0	0	0
Journalism/Mass Communication	58	56	96.6%
Management	446	413	92.6%
Marketing	121	114	94.2%
Mathematics	295	244	82.7%
Medical Laboratory Technology	48	44	91.7%
Music	236	214	90.7%
Native American Studies	0	0	0
Nursing	9,369	8,413	89.8%
Occupational Therapy Assistant	491	441	89.8%
Paralegal	24	19	79.2%

Discipline	Number of Personal Responsibility Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
Pharmacy Technology	14	13	92.9%
Philosophy	0	0	0
Physical Education	126	116	92.1%
Physical Therapy Assistant	944	944	100.0%
Physics	198	162	81.8%
Political Science	987	813	82.4%
Psychology	1,175	1,007	85.7%
Quality Technology	32	32	100.0%
Radiography	65	65	100.0%
Religious Studies	0	0	0
Respiratory Care	130	130	100.0%
Sociology	791	645	81.5%
Spanish	0	0	0
Theatre	130	115	88.5%
Veterinary Technology	60	47	78.3%

Additionally, indirect assessment data was collected during the 2020-21 academic year using the end-of-course feedback surveys. This anonymous, online survey included one question per Institutional Learning Outcome. The data for the institution overall and by course discipline can be found in Table 7. As an institution, across all courses, the average for all four ILOs is above a 4.0 on a 5-point scale. We scored the highest on critical thinking skills and social responsibility. However, it should be noted that for some disciplines, response rates were low. TCC is continually working on ways to improve the response rate on these surveys.

Table 7. Means and Standard Deviations for ILO Development in the Summer 2020, Fall 2020, and Spring 2021 Semesters Combined

Discipline	Count of Respondents	This course helped me develop my (sense of)…			
		Communication Skills	Critical Thinking Skills	Personal Responsibility	Social Responsibility
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
All Subjects Combined	***21,911***	***4.01 (1.10)***	***4.35 (0.97)***	***4.09 (1.07)***	***4.37 (0.95)***
Accounting	366	3.64 (1.13)	4.51 (0.78)	3.86 (1.09)	4.38 (0.88)
Allied Health	207	3.91 (1.13)	4.31 (1.00)	3.94 (1.11)	4.40 (0.91)
Art	225	3.86 (1.10)	4.15 (1.00)	3.83 (1.10)	4.16 (1.01)
American Sign Language	175	4.59 (0.79)	4.37 (0.91)	4.55 (0.80)	4.42 (0.94)
Astronomy	71	3.61 (0.92)	4.30 (0.83)	3.97 (1.04)	4.40 (0.77)
Aviation Sciences Technology	85	4.02 (1.13)	4.34 (1.02)	4.01 (1.23)	4.52 (0.94)

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)
Biology	2,457	3.88 (1.10)	4.36 (0.97)	4.09 (1.07)	4.43 (0.92)
Biotechnology	17	3.59 (0.94)	4.41 (0.71)	3.82 (0.95)	4.06 (0.90)
Biomedical Electronics	4	3.75 (1.89)	4.00 (1.41)	3.75 (1.89)	4.00 (1.41)
Business	452	4.29 (0.95)	4.38 (0.88)	4.26 (0.93)	4.40 (0.91)
Chemistry	646	3.56 (1.17)	4.24 (1.04)	3.68 (1.19)	4.21 (1.09)
Child Development	403	4.39 (0.86)	4.56 (0.78)	4.53 (0.78)	4.58 (0.79)
College Experience	634	4.20 (0.96)	4.25 (0.97)	4.28 (0.96)	4.39 (0.90)
Communication	808	4.56 (0.82)	4.31 (0.94)	4.20 (1.01)	4.36 (0.94)
Criminal Justice	119	4.13 (1.18)	4.47 (0.98)	4.46 (0.97)	4.39 (0.98)
Computer Science	525	3.74 (1.15)	4.19 (0.97)	3.70 (1.12)	4.25 (0.98)
Computer Information Systems	158	3.82 (1.02)	4.34 (1.02)	3.58 (1.06)	4.06 (1.06)
Cardiovascular Technology	69	4.54 (0.95)	4.71 (0.71)	4.65 (0.79)	4.72 (0.71)
Digital Media	191	3.86 (1.09)	4.21 (1.00)	3.87 (1.07)	4.28 (1.02)
Dental Hygiene	180	4.28 (0.85)	4.59 (0.68)	4.60 (0.70)	4.67 (0.67)
Diagnostic Medical Sonography	153	4.67 (0.55)	4.83 (0.40)	4.63 (0.62)	4.75 (0.46)
Drafting	30	3.83 (1.21)	4.30 (0.95)	3.77 (1.14)	4.07 (0.98)
Economics	396	3.93 (1.10)	4.44 (0.87)	4.19 (1.04)	4.39 (0.92)
Electronics Technology	26	4.04 (0.89)	4.60 (0.58)	4.38 (0.77)	4.29 (1.00)
Emergency Medical Services Professional	37	4.86 (0.36)	4.89 (0.32)	4.83 (0.38)	4.89 (0.32)
English	2,429	4.21 (1.04)	4.41 (0.94)	4.09 (1.05)	4.36 (0.95)
Engineering	165	3.76 (1.10)	4.37 (0.88)	3.83 (1.07)	4.29 (0.89)
Engineering Technology	70	4.13 (0.90)	4.41 (0.77)	3.99 (0.99)	4.47 (0.77)
English as a Second Language	9	4.25 (1.16)	4.00 (1.07)	4.25 (1.04)	4.00 (1.31)
Fire and Emergency Medical Services	53	4.08 (0.91)	4.59 (0.57)	4.39 (0.92)	4.73 (0.53)
French	53	4.65 (0.56)	4.31 (0.85)	3.88 (0.94)	4.37 (0.86)
Geography	181	3.93 (1.10)	4.34 (0.94)	4.21 (0.99)	4.28 (1.04)
Geology	34	3.53 (1.28)	4.29 (1.03)	3.97 (1.19)	4.26 (1.11)
Geographic Information Systems	20	4.26 (1.10)	4.15 (1.23)	3.75 (1.07)	4.30 (1.03)
Health, Human Performance & Physical Education	59	4.07 (1.01)	4.12 (0.97)	4.34 (0.93)	4.38 (0.93)
History	1,155	3.81 (1.10)	4.18 (1.04)	4.07 (1.05)	4.24 (1.01)
Health Information Technology	141	4.26 (0.93)	4.74 (0.60)	4.46 (0.85)	4.55 (0.78)
Human Resources	54	4.13 (1.12)	4.33 (1.03)	4.17 (1.06)	4.44 (0.86)
Human Services	169	4.54 (0.98)	4.60 (0.88)	4.62 (0.87)	4.67 (0.80)
Humanities	595	3.95 (1.15)	4.29 (1.06)	4.02 (1.14)	4.21 (1.06)

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)
Interpreter Education	20	4.40 (0.88)	4.80 (0.41)	4.50 (0.89)	4.75 (0.55)
Interior Design	32	4.55 (0.68)	4.84 (0.37)	4.52 (0.77)	4.68 (0.60)
Italian	3	4.33 (1.15)	4.33 (1.15)	4.00 (1.00)	3.67 (1.15)
Japanese	21	4.62 (0.97)	4.57 (0.98)	4.00 (1.14)	4.38 (0.86)
Mathematics	2,330	3.63 (1.16)	4.35 (0.97)	3.79 (1.12)	4.35 (0.95)
Mass Communication	49	4.02 (1.33)	3.86 (1.29)	3.78 (1.37)	3.88 (1.38)
Medical Laboratory Technology	82	4.06 (1.08)	4.49 (1.03)	4.15 (1.13)	4.48 (0.99)
Management	84	4.36 (0.99)	4.64 (0.88)	4.23 (1.14)	4.49 (1.05)
Marketing	81	4.40 (0.84)	4.55 (0.73)	4.39 (0.81)	4.60 (0.63)
Music	175	3.94 (1.13)	4.14 (1.07)	3.92 (1.11)	4.28 (0.97)
Native American Studies	33	4.33 (1.11)	4.42 (1.03)	4.42 (1.06)	4.48 (1.03)
Nursing	905	4.35 (0.99)	4.48 (0.98)	4.37 (0.98)	4.52 (0.89)
Occupational Therapy Assistant	124	4.21 (0.98)	4.50 (0.84)	4.31 (0.88)	4.50 (0.81)
Physical Education	6	3.67 (1.03)	3.33 (1.51)	3.67 (1.51)	4.17 (1.60)
Philosophy	160	3.80 (1.30)	4.27 (1.18)	3.86 (1.24)	4.06 (1.19)
Pharmacology Technology	3	3.33 (2.08)	3.33 (2.08)	3.33 (2.08)	4.00 (1.73)
Physical Science	150	3.65 (1.16)	4.22 (1.00)	3.84 (1.11)	4.29 (1.00)
Physical Therapist Assistant	113	4.75 (0.68)	4.83 (0.54)	4.74 (0.63)	4.81 (0.55)
Physics	308	3.56 (1.26)	4.22 (1.15)	3.58 (1.21)	4.09 (1.15)
Paralegal	39	4.31 (1.08)	4.49 (0.91)	4.03 (1.01)	4.26 (1.02)
Political Science	1,026	3.81 (1.14)	4.15 (1.09)	4.13 (1.11)	4.24 (1.03)
Psychology	1,139	4.06 (1.08)	4.34 (0.99)	4.22 (1.03)	4.38 (0.97)
Quality Technology	8	4.25 (0.71)	4.50 (0.76)	3.88 (0.83)	4.38 (0.74)
Radiography	100	4.38 (0.93)	4.48 (0.91)	4.43 (0.97)	4.60 (0.85)
Reading	311	4.46 (0.85)	4.58 (0.77)	4.30 (0.93)	4.50 (0.80)
Religious Studies	61	4.22 (0.96)	4.45 (0.85)	4.10 (0.92)	4.38 (0.83)
Respiratory Care	79	4.14 (1.16)	4.33 (1.20)	4.21 (1.11)	4.33 (1.11)
Russian	1				
Sociology	397	3.97 (1.05)	4.34 (0.98)	4.36 (0.94)	4.30 (0.94)
Spanish	185	4.34 (1.07)	4.14 (1.09)	3.99 (1.15)	4.26 (1.01)
Theatre	118	4.23 (0.94)	4.32 (0.90)	4.28 (0.88)	4.51 (0.77)
Veterinary Technology	147	4.40 (0.96)	4.65 (0.72)	4.44 (0.87)	4.59 (0.79)

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

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

As part of our strategic planning and pathways work, the Institutional Research office conducts annual data analysis that examines progress of our first-time entering, credential seeking cohorts. Having recently gone through the creation of our next Strategic Plan, new Mission Metrics have been developed. This analysis includes calculating fall-to-fall retention rates, first-year remediation success rates, first-year credit earning rates, three-year graduation rates, and three-year success rates (graduate and/or transfer to a four-year institution). Fall-to-fall retention rate was 56.2% for the Fall 2020 first-time, full-time cohort, which is down from previous cohorts (60.2% for Fall 2019, 62.1% for Fall 2018, and 57.0% for Fall 2017). First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) dropped dramatically for the Fall 2020 first-time entering cohort when compared to previous years (13.9% for Fall 2020, 26.7% for Fall 2019, 33.1% for Fall 2018, and 20.4% for Fall 2017). This is likely due to the temporary removal of MathPath in the lowest level of Developmental Math due to COVID during the 2020-21 academic year. For the Fall 2020 first-time, full-time cohort, 36.9% completed at least 24 college credits within their first year. This is compared to 35.0% for Fall 2019 and 36.4% for Fall 2018. The three-year graduation rate for first-time, full-time students for the Fall 2018 cohort was 25.7%, up from 23.2% for the Fall 2017 cohort was 23.2%, and 19.3% for Fall 2016 cohort. Additional measures are being examined in the new strategic plan and can be reported on in next year's report. Much of our student success leading and lagging indicators have been disaggregated by gender and/or race/ethnicity for multiple studies throughout the institution. This data analysis is being used by our departments and our Diversity, Equity, and Inclusion areas to design other programs and initiatives across the institution.

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

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

As outlined above, direct assessment data was collected for our ILOs #3: Personal Responsibility and #4: Social Responsibility. During the 21-22 academic year, faculty will create action plans based on these data.

Since no learning outcomes data were collected in the 2019-2020 academic year, faculty did not go through the action planning step in 2020-2021.

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

Section III – Program Outcomes

Administering Assessment

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

During the 2020-2021 academic year, faculty reported on learning outcomes for ILOs #3: Personal Responsibility and #4: Social Responsibility. This was our first time collecting data on these ILOs. Of the programs that submitted data, the average success rate was 83.6%.

Table 8. Program Learning Outcomes results for Institutional Learning Outcomes #3: Personal Responsibility and #4: Social Responsibility.

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
AA American Sign Language: ASL Studies	29	17	58.6%
AA American Sign Language: Deaf Education	29	17	58.6%
AA American Sign Language: Interpreter Education	86	59	68.6%
AA American Sign Language: Services to the Deaf	29	17	58.6%
AA Art	39	34	87.2%
AA Communication Arts & Technologies: Communication Option	57	45	78.9%
AA Communication Arts & Technologies: Mass Communication: Electronic and Broadcast Communication Option	91	77	84.6%
AA Communication Arts & Technologies: Mass Communication: Strategic Communication Option	85	73	85.9%
AA Criminal Justice	115	105	91.3%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
AA English	308	252	81.8%
AA History	1,614	1,314	81.4%
AA Liberal Arts	0		
AA Music	236	214	90.7%
AA Paralegal Studies	24	19	79.2%
AA Political Studies	987	813	82.4%
AA Pre-Education: Elementary Education	3,389	2,759	81.4%
AA Psychology	1,175	1,007	85.7%
AA Sociology	791	645	81.5%
AA Theatre	130	115	88.5%
AA World Languages: French	0		
AA World Languages: Japanese	0		
AA World Languages: Spanish	0		
AAS Accounting Associate: Accounting Specialist	478	376	78.7%
AAS Accounting Associate: Accounting Software Application Specialist	439	324	73.8%
AAS Air Traffic Control	216	208	96.3%
AAS Aviation Sciences Technology: Professional Pilot	78	76	97.4%
AAS Business: Human Resources	630	565	89.7%
AAS Business: Management	567	527	92.9%
AAS Business: Marketing	466	432	92.7%
AAS Cardiovascular Technology	0		
AAS Child Development: Early Childhood	741	581	78.4%
AAS Dental Hygiene	1,190	1,165	97.9%
AAS Diagnostic Medical Sonography	13	12	92.3%
AAS Digital Media	15	14	93.3%
AAS Electronics Technology: Biomedical Equipment Technology	0		
AAS Electronics Technology: Electrical Substation Technology	0		
AAS Electronics Technology: Electronics Technologist	0		

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
AAS Engineering Technology: Manufacturing Engineering Technology	10	10	100.0%
AAS Engineering Technology: Drafting & Design Technology	168	137	81.5%
AAS Engineering Technology: Geographic Information Systems	0		
AAS Fire and Emergency Medical Services Technology	0		
AAS Health Information Technology	0		
AAS Healthcare Specialist/Paramedic	0		
AAS Human Services	14	14	100.0%
AAS Information Technology: Information Technology	424	391	92.2%
AAS Information Technology: Networking & Cloud Computing	424	391	92.2%
AAS Information Technology: Programming	424	391	92.2%
AAS Information Technology: System Support Technician	424	391	92.2%
AAS Information Technology: Web Development	38	31	81.6%
AAS Information Technology: Website Management	161	148	91.9%
AAS Interior Design	0		
AAS Medical Laboratory Technician	48	44	91.7%
AAS Nursing: Career Mobility Track	2,947	2,505	85.0%
AAS Nursing: Traditional Track	9,369	8,413	89.8%
AAS Occupational Therapy Assistant	491	441	89.8%
AAS Paralegal	24	19	79.2%
AAS Physical Therapist Assistant	944	944	100.0%
AAS Radiography	65	65	100.0%
AAS Respiratory Care	130	130	100.0%
AAS Veterinary Technology	60	47	78.3%
AS Biology	3,386	2,912	86.0%
AS Biotechnology	2,505	2,084	83.2%
AS Business Administration	391	276	70.6%
AS Chemistry	1,245	949	76.2%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
AS Child Development: Early Childhood Education NSU	519	410	79.0%
AS Child Development: Early Childhood Education OU	1,728	1,412	81.7%
AS Child Development: Family and Community Transfer	736	581	78.9%
AS Engineering	0		
AS Engineering: Computer Engineering	1191	1114	93.5%
AS Engineering: Electrical Engineering	1,191	1,114	93.5%
AS Engineering: Electrical Engineering Technology	1,215	923	76.0%
AS Engineering: Mechanical Engineering	1,191	1,114	93.5%
AS Enterprise Development	0		
AS Environmental Science and Natural Resources	1,555	1,216	78.2%
AS Geology	950	705	74.2%
AS Health and Human Performance and Physical Education	2,722	2,197	80.7%
AS Human Services: Child and Family Services	140	132	94.3%
AS Human Services: PreSocial Work	14	14	100.0%
AS International Business	391	276	70.6%
AS Marketing	640	511	79.8%
AS Mathematics	1,245	949	76.2%
AS Nutritional Sciences	4,189	3,435	82.0%
AS Physics	1,245	949	76.2%
AS Pre-Pharmacy	3,097	2,592	83.7%
AS Pre-Nursing	9,261	7,927	85.6%
AS Pre-Professional Health Sciences: Pre-Veterinary Medicine	2,653	2,210	83.3%
AS Pre-Professional Health Sciences: Pre-Dentistry/Medicine/Optometry	3,097	2,592	83.7%
AS Pre-Professional health Sciences: Pre-Medical Imaging	3,452	2,772	80.3%
AS Pre-Professional Health Sciences: Pre-Occupational Therapy	1,999	1,599	80.0%
AS Pre-Professional Health Sciences: Pre-Physical Therapy	1,999	1,599	80.0%

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
AS Computer Information Systems	295	244	82.7%
CER Accounting Assistant	0		
CER Accounting Specialist	113	74	65.5%
CER Accounting: Income Tax Specialist	48	48	100.0%
CER Accounting: Software Applications Specialist	0		
CER Accounting: Payroll Administration Specialist	0		
CER Advanced Emergency Medical Technician	0		
CER Aircraft Dispatch	46	46	100.0%
CER American Sign Language, Interpreter Education	86	59	68.6%
CER Biotechnology	20	13	65.0%
CER Business	0		
CER Child Development: Certificate of Mastery	699	544	77.8%
CER Child Development: Credential Preparation CDA	0		
CER Digital Media	0		
CER Drafting & Design Engineering Technology	24	22	91.7%
CER Early Childhood Certificate of Mastery	659	508	77.1%
CER Electronics Technology: Biomedical Equipment Technology	0		
CER Electronics Technology: Electrical Substation Technology	0		
CER Electronics Technology: Electronics Technician	0		
CER Fire & Emergency Medical Services	0		
CER Fire and Emergency Medical Services Advanced Firefighter	0		
CER Geographic Information Systems	0		
CER Health Information Technology: Coding and Reimbursement Specialist	0		
CER Healthcare Specialist/Paramedic, Advanced Emergency Medical Technician	0		
CER Human Resources	97	71	73.2%
CER Information Technology: Networking and Cloud Computing	0		

Program	Number of Assessments	Number of Successfully Completed Assessments	Percentage of Successfully Completed Assessments
All Programs	***86,344***	***72,657***	***84.1%***
CER Information Technology: Business Applications Specialist	0		
CER Information Technology: Business Computer User	0		
CER Information Technology: Programming	18	14	77.8%
CER Information Technology: System Support Tech	0	0	0
CER Information Technology: Web Development	24	21	87.5%
CER Manufacturing Production Technician	10	10	100.0%
CER Medical Laboratory Technician: Phlebotomy	0		
CER Pharmacy Technology	14	13	92.9%
CER Project Management	0		
CER Quality Technology	32	32	100.0%
CER World Languages: French	0		
CER World Languages: Spanish	0		
CER World Languages: Spanish Interpreting	0		
CER World Languages: Spanish Translating	0		

Additionally, many of our programs annually report the pass rates of their students on third-party licensure and certification exams. These data are included in Table 9. TCC's overall licensure pass rate was up slightly for the 2020-21 academic year (84.1%) compared to the previous academic year (83.9%).

Table 9. Third-Party Exam Results for TCC Students during the 2020-21 Academic Year.

Program	School	Pass	Total	% Pass Rate
Aviation	Science & Mathematics	31	33	93.9%
Cardiovascular Technology	Health Sciences	7	11	63.6%
Child Development	School of Liberal Arts & Communication			Not available
Dental Hygiene - Written (national)	Health Sciences	11	12	91.7%
Dental Hygiene - WREB (state - clinical)	Health Sciences			COVID delayed
Dental Hygiene - State (Oklahoma Jurisprudence)	Health Sciences	14	14	100.0%
Diagnostic Medical Sonography	Health Sciences	27	31	87.1%
Digital Media - Adobe	Visual & Performing Arts	85	118	72.0%

Program	School	Pass	Total	% Pass Rate
Emergency Medical Technician	Health Sciences	140	167	83.8%
Health Information Technology	Health Sciences	7	7	100.0%
Medical Laboratory Technology	Health Sciences	8	9	88.9%
Nursing	Health Sciences	209	239	87.4%
Occupational Therapy Assistant	Health Sciences	13	13	100.0%
Paralegal	Business & Information Technology			Not available
Paramedic - Cognitive Exam	Health Sciences	8	9	88.9%
Paramedic- Psychomotor Exam	Health Sciences	8	8	100.0%
Pharmacy Technology	Health Sciences	7	7	100.0%
Physical Therapist Assistant	Health Sciences	25	27	92.6%
Radiography Technology	Health Sciences	15	18	83.3%
Respiratory Therapy	Health Sciences	15	18	83.3%
Veterinary Technology	Health Sciences	8	18	44.4%
Overall TCC Pass Rate		**638**	**759**	**84.1%**

During the 2020-21 academic year, a total of 2,823 degrees and certificates were awarded, up slightly from 2,803 in 2019-20. These awards are broken down by program in Table 10 below.

Table 10. Graduates by Major for 2020-21.

School	Program Code	Program Description	Summer 2020	Fall 2020	Spring 2021	Total
Total			**537**	**1,080**	**1,206**	**2,823**
Business & Information Technology	AA_ENT_EDGS	AA Enterprise Dev: Gen Studies	1			**1**
Business & Information Technology	AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec	2		3	**5**
Business & Information Technology	AAS_ACC_ACSS	AAS Acct Assoc: Software Spec			1	**1**
Business & Information Technology	AAS_APT_APTC	AAS Applied Tech Aerospace				
Business & Information Technology	AAS_APT_TCIT	AAS Applied Tech Info Tech				
Business & Information Technology	AAS_APT_THLT	AAS Apllied Tech Heathcare				
Business & Information Technology	AAS_APT_TMNF	AAS Applied Tech Adv Manu				
Business & Information Technology	AAS_APT_TPRO	AAS Applied Tech Pro Services				
Business & Information Technology	AAS_BUS_BHRE	AAS Business: Human Resources	3	4	2	**9**
Business & Information Technology	AAS_BUS_BMGT	AAS Business: Management		2	5	**7**
Business & Information Technology	AAS_BUS_BMKT	AAS Business: Marketing		1	6	**7**
Business & Information Technology	AAS_CIS_CSCN	AAS IT: Networking/Cloud Comp	1	2		**3**
Business & Information Technology	AAS_CIS_CSIT	AAS IT: Information Technology	3	7	8	**18**
Business & Information Technology	AAS_CIS_CSPR	AAS IT: Programming		2	4	**6**
Business & Information Technology	AAS_CIS_CSSS	AAS IT: Systems Support Tech			2	**2**
Business & Information Technology	AAS_CIS_CSWD	AAS IT: Web Development		4	1	**5**
Business & Information Technology	AAS_HR_HRES	AAS Human Resources		1		**1**
Business & Information Technology	AAS_PLG_PLEG	AAS Paralegal				
Business & Information Technology	AS_BUS_BADM	AS Business Administration	73	102	145	**320**
Business & Information Technology	AS_CIS_CISA	AS Computer Info Systems	13	26	27	**66**

School	Program Code	Program Description	Summer 2020	Fall 2020	Spring 2021	Total
Business & Information Technology	AS_ENT_EDST	AS Enterprise Development	66	99	103	**268**
Business & Information Technology	AS_INB_INBU	AS International Business	1	1	6	**8**
Business & Information Technology	AS_MKT_MKTS	AS Marketing	4	12	8	**24**
Business & Information Technology	CER_ACC_ACIT	CER Acct: Inc Tax & Softw Spec				
Business & Information Technology	CER_ACC_ACPA	CER Acct: Payroll Admin Spec	2	3	4	**9**
Business & Information Technology	CER_ACC_ACSA	CER Acct: Acct Software Spec			1	**1**
Business & Information Technology	CER_ACC_ACSP	CER Acct: Acct Specialist	1		2	**3**
Business & Information Technology	CER_BUS_BDMC	CER Business		2	1	**3**
Business & Information Technology	CER_CIS_BCUC	CER Business Computer User	5	8	12	**25**
Business & Information Technology	CER_CIS_CSBS	CER IT: Business Appl Spec				
Business & Information Technology	CER_CIS_CSSC	CER IT: Systems Support Tech	1			**1**
Business & Information Technology	CER_CIS_CWDC	CER IT: Web Development				
Business & Information Technology	CER_HR_HRCE	CER Human Resources	3	1	3	**7**
Business & Information Technology	CER_HT_HTLS	CER Hort Tech: Landscape Spec			10	**10**
Business & Information Technology	CER_PRM_PRMC	CER Project Management	1		3	**4**
Health Sciences	AAS_CVS_CVTC	AAS Cardiovascular Technology			9	**9**
Health Sciences	AAS_DHG_DHYG	AAS Dental Hygiene				
Health Sciences	AAS_DMS_DMSA	AAS Diagnostic Med Sonography			11	**11**
Health Sciences	AAS_FEM_FEMS	AAS Fire/Emerg Med Svcs Tech	2	2	5	**9**
Health Sciences	AAS_HIT_HIMR	AAS Health Information Tech	10		2	**12**
Health Sciences	AAS_HSP_PARA	AAS Healthcare Spec/Paramedic		3	1	**4**
Health Sciences	AAS_MLT_MLTC	AAS Medical Laboratory Tech	6	15		**21**
Health Sciences	AAS_NUR_NURS	AAS Nursing		173	31	**204**
Health Sciences	AAS_OTA_OCTA	AAS Occupational Therapy Asst	5	5	18	**28**
Health Sciences	AAS_PTA_PTHA	AAS Physical Therapist Assist	25	1		**26**
Health Sciences	AAS_RAD_RADT	AAS Radiography			24	**24**
Health Sciences	AAS_RSP_RESP	AAS Respiratory Care			19	**19**
Health Sciences	AAS_VET_VETT	AAS Veterinary Technology	17		21	**38**
Health Sciences	CER_FEM_FEMC	CER Fire/Emergency Medic Svcs		1	4	**5**
Health Sciences	CER_FEM_FIRF	CER Advanced Firefighter				
Health Sciences	CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	12		2	**14**
Health Sciences	CER_HSP_AEMT	CER Advanced EMT				
Health Sciences	CER_HSP_PARC	CER Healthcare Spec/Paramedic				
Health Sciences	CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	3	6	11	**20**
Health Sciences	CER_PHT_PHTC	CER Pharmacy Technology		5	5	**10**
Liberal Arts & Communcation	AA_ASL_ASLE	AA ASL: Deaf Education		1	1	**2**
Liberal Arts & Communcation	AA_ASL_ASLI	AA ASL: Interpreter Education			5	**5**
Liberal Arts & Communcation	AA_ASL_ASLS	AA ASL: ASL Studies		1	1	**2**
Liberal Arts & Communcation	AA_COM_COMM	AA Comm Arts: Communication				
Liberal Arts & Communcation	AA_COM_ENGL	AA Communications: English	1			**1**
Liberal Arts & Communcation	AA_EDU_EDUC	AA Pre-Education: Elementary	2	12	6	**20**
Liberal Arts & Communcation	AA_ENG_ENGL	AA English	5	3	7	**15**
Liberal Arts & Communcation	AA_LAN_FREN	AA World Languages: French	1			**1**
Liberal Arts & Communcation	AA_LAN_JAPN	AA World Languages: Japanese			4	**4**

School	Program Code	Program Description	Summer 2020	Fall 2020	Spring 2021	Total
Liberal Arts & Communcation	AA_LAN_SPAN	AA World Languages: Spanish	2	5	6	**13**
Liberal Arts & Communcation	AA_LAR_LAFM	AA Liberal Arts: Film Emphasis	1			**1**
Liberal Arts & Communcation	AA_LAR_LART	AA Liberal Arts	55	134	128	**317**
Liberal Arts & Communcation	AA_PLG_PALG	AA Paralegal Studies	4	1	1	**6**
Liberal Arts & Communcation	AA_SOC_CRJT	AA Social Science: Cr Justice	6	13	18	**37**
Liberal Arts & Communcation	AA_SOC_HIST	AA Social Science: History	5	11	8	**24**
Liberal Arts & Communcation	AA_SOC_POSC	AA Social Science: Pol Sci	4	3	7	**14**
Liberal Arts & Communcation	AA_SOC_PSYC	AA Social Science: Psychology	24	64	70	**158**
Liberal Arts & Communcation	AA_SOC_SOCI	AA Social Science: Sociology	3	4	2	**9**
Liberal Arts & Communcation	AAS_CHD_CDED	AAS Child Dev: Early Childhood	2	8	11	**21**
Liberal Arts & Communcation	AAS_HSV_HSVA	AAS Human Services		3	1	**4**
Liberal Arts & Communcation	AS_CHD_CDCF	AS Child Dev: Non-Teach Cert T	2	7	4	**13**
Liberal Arts & Communcation	AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	4	11	6	**21**
Liberal Arts & Communcation	AS_CHD_ECEO	AS Child Dev: Teach Cert Trnsf	10	3	11	**24**
Liberal Arts & Communcation	AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs	1			**1**
Liberal Arts & Communcation	AS_HSV_HSSW	AS Human Serv: PreSocial Work	2	10	7	**19**
Liberal Arts & Communcation	CER_ASL_INTC	Cer Interpreter Education				
Liberal Arts & Communcation	CER_CHD_CDAC	CER Child Dev: Cred Prep_CDA		1		**1**
Liberal Arts & Communcation	CER_CHD_CDCM	CER Child Dev: Cert of Mastery	20	42	32	**94**
Liberal Arts & Communcation	CER_CHD_CDEC	CER Child Dev: Early Child COM			1	**1**
Liberal Arts & Communcation	CER_LAN_FREC	CER World Languages: French				
Liberal Arts & Communcation	CER_LAN_SPNC	CER World Languages: Spanish	1	1		**2**
Liberal Arts & Communcation	CER_LAN_SPNI	CER World Languages: Span Int	1	1	2	**4**
Liberal Arts & Communcation	CER LAN SPNT	CER World Languages: Span Tran	1	3	1	**5**
Liberal Arts & Communcation	CER_PLG_PALS	CER: Paralegal Studies	1			**1**
Science & Math	AAS_AVS_AIRT	AAS Aviation Sciences: ATC	1		16	**17**
Science & Math	AAS_AVS_AVMG	AAS Aviation Sci: Management	1		1	**2**
Science & Math	AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot		2		**2**
Science & Math	AAS_ELE_ELBM	AAS ELET: Biomed Equipment		1	1	**2**
Science & Math	AAS_ELE_ELET	AAS ELET: Elect Technologist			3	**3**
Science & Math	AAS_ELE_ELST	AAS ELET: Elect Substation				
Science & Math	AAS_ENG_DRAF	AAS Engr Tech: Draft & Design	4	3	8	**15**
Science & Math	AAS_ENG_MANU	AAS Engr Tech: Manufacturing			2	**2**
Science & Math	AS_BIO_BIOT	AS Biotechnology	1	5	7	**13**
Science & Math	AS_EGR_ENCP	AS Computer Engineering	2	2	1	**5**
Science & Math	AS_EGR_ENEE	AS Electrical Engineering	2	1		**3**
Science & Math	AS_EGR_ENEL	AS Engineer: Elect Eng Tech		1	1	**2**
Science & Math	AS_EGR_ENMC	AS Engineering: Mech Engr	12	19	25	**56**
Science & Math	AS_ENV_ENVS	AS Environ Sci/Nat Resources	2	1	6	**9**
Science & Math	AS_HHP_HHPF	AS Health/Human Performance	2			**2**
Science & Math	AS_HHP_HHPH	AS Health/Human Perf/Phys Ed	1	6	3	**10**
Science & Math	AS_HSC_PRNU	AS: Pre-Nursing	42	102	107	**251**
Science & Math	AS_MTH_MATH	AS Mathematics	4	9	14	**27**
Science & Math	AS_NSC_NTSC	AS Nutritional Sciences	1	9	5	**15**

School	Program Code	Program Description	Summer 2020	Fall 2020	Spring 2021	Total
Science & Math	AS_NSC_NUCN	AS Nutr Sci: Commty Nutrition	1			**1**
Science & Math	AS_PPH_PPHM	AS Pre_Pharmacy	2	2	6	**10**
Science & Math	AS_PRE_PDMO	AS Pre-Hlth Sci: Dent/Med/Opt	5	18	19	**42**
Science & Math	AS_PRE_PMIM	AS Pre-Health Sci: Med Imaging	5	10	11	**26**
Science & Math	AS_PRE_POCT	AS Pre-Health Sci: Occ Therapy	2	2	1	**5**
Science & Math	AS_PRE_PPHT	AS Pre-Hlth: Physical Therapy	1	2	7	**10**
Science & Math	AS_PRE_PPVM	AS Pre-Health Sci: Pre-Vet Med	4	1	2	**7**
Science & Math	AS_SCI_BIOL	AS Biology	8	19	30	**57**
Science & Math	AS_SCI_CHEM	AS Chemistry	1	4	7	**12**
Science & Math	AS_SCI_GEOL	AS Geology		1		**1**
Science & Math	AS_SCI_PHYS	AS Physics	1	3	8	**12**
Science & Math	CER_AIR_AIRD	CER Aircraft Dispatch			2	**2**
Science & Math	CER_AVS_CPLT	CER Avia Sci Commercial Pilot				
Science & Math	CER_AVS_FLTI	CER Avia Sci Flight Instructor				
Science & Math	CER_AVS_PPLT	CER Aviation Sci Private Pilot				
Science & Math	CER_DRF_AERO	CER Aerospace Drafting				
Science & Math	CER_DRF_DRCA	CER Draft & Design Eng Tech	3	1	4	**8**
Science & Math	CER_ELE_ELBC	CER Electronics Tech: Biomed				
Science & Math	CER_ELE_ELEC	CER Electronics Technician	1	1	1	**3**
Science & Math	CER_ELE_ELIM	AAS ELET: Industrial Maint Tec				
Science & Math	CER_ELE_ELSC	CER Elec Tech Elect Substation				
Science & Math	CER_ENG_ACAD	CER ENGT: AutoCAD Pro				
Science & Math	CER_GIS_GIS	CER Geographic Info Systems	5		6	**11**
Science & Math	CER_MPT_MPRO	CER Manufacturing Prod Tech I				
Science & Math	CER_MPT_MPTC	CER Manufacturing Prod Tech II			1	**1**
Science & Math	CER_QCT_QCTC	CER Quality Inspection Tech II				
Science & Math	CER_QCT_QITC	CER Quality Inspection Tech I				
Visual & Performing Arts	AA_ART_ART	AA Art	2	6	10	**18**
Visual & Performing Arts	AA_COM_JEBR	AA Comm: Electronic/Broadcast		2	3	**5**
Visual & Performing Arts	AA_COM_JSCO	AA Comm: Strategic Comm	2	2	6	**10**
Visual & Performing Arts	AA_MUS_MUSC	AA Music	1		6	**7**
Visual & Performing Arts	AA_THE_THEA	AA Theatre		3	3	**6**
Visual & Performing Arts	AAS_DGM_DGMD	AAS Digital Media		12	6	**18**
Visual & Performing Arts	AAS_IND_INTD	AAS Interior Design			6	**6**
Visual & Performing Arts	CER_DGM_DGMC	CER Digital Media			1	**1**

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

Analyses and Findings

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

Overall, departments and schools were pleased with the results of program assessment. The vast majority of degree programs reported at least 70 percent of students meeting designated success criteria. The average success rate of programs was 83.6%. This was the first attempt to collect data assessing personal and social responsibility, and some departments found it challenging to embed it into their program (especially certificate programs that have a much smaller pool of classes). In 2021-2022, faculty will review these data and create action plans for their programs.

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

As discussed in Section II, direct assessment data was collected for our ILOs #3: Personal Responsibility and #4: Social Responsibility this year. During the 21-22 academic year, faculty will create action plans based on these data.

Since no learning outcomes data were collected in the 2019-2020 academic year, faculty did not go through the action planning step in 2020-2021. However, changes made to overall program curriculum (course suppression, deletion, or addition) have been proposed throughout the year based on program review, other assessment, specialized accreditation work, as well as other work being done within the departments. These changes can be seen in Appendix D.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

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

Alumni and Exit Surveys. Alumni surveys for the 2019-20 graduates and exit surveys for those who applied for graduation during the 2020-21 academic year were also administered. Alumni

surveys were administered online with the incentive that, if they completed the survey, they would be entered into a drawing for four $50 Amazon gift cards provided by the TCC Foundation. These surveys were sent out to all 2019-20 graduates six months after their graduation from TCC. The exit surveys were completed online. The link to the survey is provided in the confirmation email students receive after completing their application for graduation.

Community College Survey of Student Engagement. The Community College Survey of Student Engagement (*CCSSE*) was administered electronically in the Spring 2021 semester to all enrolled students. We typically administer this survey in the spring semester of odd numbered years. Unlike previous years when the survey is administered to randomly selected in-person courses, this time, all students enrolled received an email inviting them to participate in the survey.

Other Surveys. In addition to these large-scale, annual surveys, Institutional Research and the Office of Assessment administered and evaluated other surveys throughout the year. Some of these include TRiO mid-year and end-of-year surveys, the Dual Credit Student Survey, Summer 2020 Accessibility Resources Student Satisfaction Survey, and surveys of the Diversity, Equity, and Inclusion Webinar Events. Summaries of the results of these surveys are included below.

Analyses and Findings

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

End-of-Term Course Feedback Surveys

The survey questions were administered on a five-point, Likert-type scale from Strongly Disagree to Strongly Agree. For the 2020-21 academic year, 21,911 surveys were completed. The means and standard deviations for these survey questions are found in Table 11 below. The data is combined for the institution as a whole, and then separated by discipline. Overall, students rated courses and instructors highly; most averages are above a 4.00 on a five-point scale.

Table 11. End-of-term Course Feedback Survey Course/Instructor Evaluation Results for AY 2020-21.

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	***21,911***	***4.20 (1.03)***	***4.45 (1.05)***	***4.44 (1.11)***
Accounting	366	4.49 (0.77)	4.35 (1.10)	4.39 (1.11)
Allied Health	207	4.34 (0.94)	4.48 (0.97)	4.44 (1.09)
Art	225	4.06 (1.03)	4.20 (1.21)	4.30 (1.17)
American Sign Language	175	4.43 (0.85)	4.44 (1.01)	4.58 (0.93)

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)
Astronomy	71	4.34 (0.90)	4.63 (0.76)	4.63 (0.73)
Aviation Sciences Technology	85	4.21 (0.99)	4.61 (0.90)	4.62 (0.98)
Biology	2,457	4.38 (0.89)	4.53 (0.99)	4.45 (1.11)
Biotechnology	17	4.35 (0.61)	4.47 (1.07)	4.18 (1.19)
Biomedical Electronics	4	4.50 (0.58)	3.50 (1.91)	4.00 (2.00)
Business	452	4.07 (1.07)	4.51 (0.94)	4.53 (0.95)
Chemistry	646	4.52 (0.84)	4.20 (1.24)	4.07 (1.35)
Child Development	403	4.03 (1.13)	4.57 (0.95)	4.60 (0.95)
College Experience	634	3.24 (1.22)	4.62 (0.83)	4.66 (0.83)
Communication	808	4.05 (1.05)	4.49 (1.05)	4.55 (1.01)
Criminal Justice	119	4.00 (1.22)	4.54 (0.95)	4.61 (0.98)
Computer Science	525	4.05 (1.08)	4.29 (1.13)	4.40 (1.09)
Computer Information Systems	158	4.34 (0.93)	4.33 (1.14)	4.32 (1.16)
Cardiovascular Technology	69	4.41 (0.88)	4.47 (1.06)	4.60 (0.90)
Digital Media	191	3.99 (1.02)	4.44 (1.06)	4.47 (1.10)
Dental Hygiene	180	4.45 (0.79)	4.76 (0.63)	4.70 (0.75)
Diagnostic Medical Sonography	153	4.75 (0.48)	4.93 (0.26)	4.91 (0.35)
Drafting	30	3.87 (1.17)	4.10 (1.32)	4.20 (1.21)
Economics	396	4.17 (0.98)	4.55 (0.98)	4.59 (0.96)
Electronics Technology	26	4.40 (0.96)	4.60 (0.58)	4.68 (0.63)
Emergency Medical Services Professional	37	4.66 (0.68)	4.71 (0.86)	4.69 (0.76)
English	2,429	4.22 (0.99)	4.44 (1.08)	4.38 (1.19)
Engineering	165	4.02 (1.09)	4.48 (0.95)	4.50 (0.93)
Engineering Technology	70	4.03 (0.92)	4.79 (0.63)	4.86 (0.60)
English as a Second Language	9	4.00 (1.41)	4.00 (1.31)	4.75 (0.46)
Fire and Emergency Medical Services	53	4.29 (0.78)	4.59 (0.83)	4.75 (0.59)
French	53	4.67 (0.62)	4.85 (0.50)	4.87 (0.34)
Geography	181	4.02 (1.05)	4.49 (0.98)	4.51 (1.00)
Geology	34	4.24 (1.10)	4.35 (1.12)	4.29 (1.12)
Geographic Information Systems	20	4.30 (0.98)	4.55 (1.00)	4.35 (1.09)
Health, Human Performance & Physical Education	59	3.79 (1.15)	4.53 (1.14)	4.71 (0.79)
History	1,155	3.98 (1.05)	4.43 (1.02)	4.39 (1.12)
Health Information Technology	141	4.62 (0.69)	4.78 (0.72)	4.82 (0.66)
Human Resources	54	4.13 (1.08)	4.09 (1.46)	4.09 (1.46)
Human Services	169	4.31 (1.06)	4.58 (0.93)	4.64 (0.91)
Humanities	595	4.02 (1.09)	4.25 (1.28)	4.30 (1.27)
Interpreter Education	20	4.60 (0.75)	4.55 (0.76)	4.40 (0.88)

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)
Interior Design	32	4.23 (0.99)	4.71 (0.90)	4.83 (0.59)
Italian	3	5.00 (0.00)	5.00 (0.00)	5.00 (0.00)
Japanese	21	4.62 (0.67)	4.71 (0.90)	4.81 (0.87)
Mathematics	2,330	4.38 (0.94)	4.55 (0.94)	4.50 (1.05)
Mass Communication	49	3.49 (1.37)	4.04 (1.41)	4.04 (1.51)
Medical Laboratory Technology	82	4.48 (1.01)	4.56 (1.05)	4.56 (1.10)
Management	84	4.33 (1.02)	4.64 (0.86)	4.43 (1.16)
Marketing	81	4.15 (0.98)	4.70 (0.68)	4.85 (0.58)
Music	175	4.03 (1.08)	4.44 (0.97)	4.56 (0.95)
Native American Studies	33	4.24 (1.03)	4.61 (1.02)	4.67 (0.99)
Nursing	905	4.51 (0.86)	4.43 (1.02)	4.43 (1.06)
Occupational Therapy Assistant	124	4.49 (0.80)	4.27 (1.14)	4.43 (0.90)
Physical Education	6	3.17 (1.33)	4.83 (0.41)	4.83 (0.41)
Philosophy	160	3.95 (1.20)	4.06 (1.38)	4.03 (1.43)
Pharmacology Technology	3	4.67 (0.58)	3.00 (1.73)	3.33 (2.08)
Physical Science	150	4.37 (0.82)	4.53 (0.86)	4.15 (1.19)
Physical Therapist Assistant	113	4.79 (0.56)	4.86 (0.52)	4.90 (0.47)
Physics	308	4.50 (0.83)	4.12 (1.34)	4.02 (1.41)
Paralegal	39	4.26 (1.25)	4.51 (1.07)	4.37 (1.28)
Political Science	1,026	4.09 (1.06)	4.18 (1.25)	4.09 (1.31)
Psychology	1,139	3.95 (1.10)	4.43 (1.11)	4.45 (1.12)
Quality Technology	8	4.50 (0.53)	4.75 (0.46)	4.75 (0.46)
Radiography	100	4.45 (1.12)	4.70 (0.93)	4.60 (1.07)
Reading	311	3.81 (1.14)	4.60 (0.89)	4.66 (0.86)
Religious Studies	61	4.03 (1.16)	4.50 (1.05)	4.53 (1.02)
Respiratory Care	79	4.54 (0.93)	4.30 (1.30)	4.22 (1.37)
Russian	1			
Sociology	397	3.91 (1.09)	4.29 (1.15)	4.40 (1.09)
Spanish	185	4.31 (0.93)	4.36 (1.17)	4.40 (1.19)
Theatre	118	3.62 (1.22)	4.72 (0.81)	4.76 (0.74)
Veterinary Technology	147	4.31 (0.98)	4.68 (0.79)	4.59 (1.02)

Alumni Survey

The alumni survey is designed to assess the employment and educational status of graduating students six months after their program completion and most recent experience at Tulsa Community College. The survey also provides a method for graduates to evaluate their educational experiences in the context of life (e.g., work, continuing education, personal life) after their award. Of the 2,518 surveys distributed, 324 were returned yielding a 12.9% response rate.

2,804 degrees and certificates were awarded to 2,518 individuals during the 2019-2020 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: 70.0% were a university transfer degree (AA or AS); and 30.0% were a workforce development credentials (AAS or certificate). A summary of the results are below.

- Alumni were asked to indicate the extent their TCC experience contributed to their knowledge, skills, and personal development in specific areas. Following are the percentage of those indicating either **Very much** or **Quite a bit** for each area.
  - Written communication – 73.1%
  - Oral communication – 72.5%
  - Interpersonal interactions – 68.8%
  - Critical thinking – 78.1%
  - Problem solving – 77.5%
  - Quantitative reasoning – 70.7%
  - Teamwork or collaboration – 69.1%
  - Personal responsibility – 80.2%
  - Ethical decision making – 72.5%
  - Diversity awareness – 67.0%
  - Civic responsibility – 62.3%

- Alumni were asked to rate the quality of their relationships with various groups while at TCC. Following is the percentage of those indicating either **Excellent** or **Good** for each group.
  - Other students – 94.1%
  - Instructors – 96.3%
  - Administrators and staff from TCC offices – 89.8%

- Alumni were asked to rate the quality of their educational experience at TCC.
  - 66.0% indicated they were **Very satisfied** with the overall educational experience at TCC.
  - 60.8% indicated they would **definitely** enroll at TCC if they were starting college again.
  - 74.1% indicated they would **definitely** recommend TCC to others.
  - 60.2% characterized the preparation received at TCC for further study at another college or university as either **Exceptional** or **Better than adequate**.
  - 45.4% characterized the preparation received at TCC for employment in their major field as either **Exceptional** or **Better than adequate**.

- Of the Alumni respondents, 75.6% indicated they had attended another college. Of those who had attended another college, 93.5% indicated the quality of education offered at TCC was better than or about the same as they received elsewhere.

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

Exit Survey

Each academic year an Exit Survey is offered to all students applying to receive a certificate or degree from Tulsa Community College. During the 2020-2021 academic year (Summer 2020, Fall 2020, Spring 2021), 2,823 certificates and degrees were conferred to 2,569 individual students.

71.4% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 878 students completed the Exit Survey 2020-2021, representing a 34.2% response rate. The following are a summary of the major findings of this survey.

- The majority of respondents strongly agreed that TCC contributed to their development of learning skills, analytical skills, goal setting, and interpersonal/relationship skills. The item receiving the highest percentage of strong agreement was the ability to learn effectively on their own (67.3%). The lowest percentage of strong agreement (48.2%) was associated with contributing to the welfare of the community.
- The majority of respondents (58.1%) believe the instruction they received in major courses was high quality.
- 36.1% 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." 24.1% of respondents did not feel the statement was applicable to their experience.
- 31.5% of respondents strongly agreed to the statement "The programs, organizations, or events in Student Life helped me become a more well-rounded person." 32.2% of respondents did not feel the statement was applicable to their experience.
- The majority of students (80.0%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 85.4% 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%, 56.4%, and 25.8%, respectively). 73.2% of students indicated they had accomplished their goal(s) for attending TCC.
- 55.5% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 40.7% indicated they believed TCC was better than other institutions they had attended. 53.8% believed TCC was about the same.
- The majority of respondents (95.1%) indicated that if they were to start college over again they would probably or definitely enroll at TCC.

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

Community College Survey of Student Engagement (*CCSSE*)

The *CCSSE* was sent out to all enrolled students during the Spring 2021 semester. Almost 1,200 students completed the survey. The survey results are broken down into five benchmark scores and comparisons are provided for the entire cohort of community colleges who participated as well as those who are categorized as extra large colleges. We scored highest in Academic Challenge with a 51.8 compared to 50.2 for extra large colleges and a standard score of 50 for the entire cohort. We scored a 50.1 for Support for Learners compared to 49.1 for extra large colleges and 50 for the entire cohort. We were below average for the entire cohort on all other measures. However, we were above other extra large colleges on Student-Faculty Interaction with a 49.6 compared to a

48.2 for other extra large colleges. We scored lower than the entire cohort as well as other extra large colleges on the last two benchmarks. We scored 47.7 on Student Effort compared to 51.0 for other extra large colleges, and 42.9 on Active and Collaborative Learning compared to 50.0 for other extra large colleges. While you can not compare benchmark scores across years, we did perform better in terms of how we compared to our peer institutions than in previous years. While we scored higher on two measures than the entire cohort, and higher on three measures than other extra large colleges this year, in 2019 we scored lower on all five measures when compared to the entire cohort, and lower on four measures when compared to other extra large colleges.

TRiO Midyear and End-of-Year Surveys

The midyear survey was administered online to participants in TCC's TRiO SSS Program. The results of the survey showed that 100.0% of students are satisfied with the academic advising they received from TRiO SSS staff. 100.0% of students are satisfied with the tutoring they received from TRiO SSS staff. Overall, 100.0% of students were satisfied with the events hosted by TRiO SSS. 66.7% of TRiO SSS students had taken advantage of the TRiO SSS tutoring services.

The end-of-year survey was administered online to participants of TCC's TRiO SSS program. 90.3% of students reported that they believe TRIO SSS services assisted in establishing their educational goals. 92.0% of students believe TRIO SSS services assisted in making progress toward their educational goals. 83.1% of students were satisfied with TRiO SSS' services, which equip students with the skills necessary to successfully transfer to a four-year college/university. 92.1% of students believe the events hosted by TRIO SSS are worthwhile.

Dual Credit Student Survey

All dual credit students enrolled (in 600 section classes) during either Summer 2020, Fall 2020, or Spring 2021 semesters were emailed a Qualtrics survey link. This email was sent to 2,632 students, 293 responded yielding a response rate of 11.1%. The students were asked for suggestions to improve the Dual Credit program for future students. The 123 responses to this open-ended question were varied as some were actual tips to future students, others offered comments about particular classes or professors, some praised aspects of the program, and others offered specific suggestions for improvement. Generally, the comments were positive with students saying the program is "great", they had a "good experience", and "loved it". The suggestions for improvement generally focused on communication and enrollment, but also for support, and about cost/ fees. A few students made comments about technical issues (e.g. Zoom and Blackboard).

Diversity, Equity & Inclusion Webinar Events

Diversity, Equity & Inclusion (DEI) hosted multiple webinar events from summer 2020-spring 2021. These events were open to students, staff, faculty and public groups and consisted of topics related to diversity, inclusiveness and a sense of belonging. Such topics included "What Whites Can Do to Be an Anti-Racist", "How to Be an Ally to People of Color", "Safe Zone Training", "Supreme Court Decision: Native Nations", and "Serving Today's Fastest Growing

Population-Hispanic Latinx Students". Surveys were administered after each event with an overall 30% response rate of the 835 total webinar participants.

- 96% of the respondents found the events helpful to them.
- 97% of respondents strongly agreed/agreed that the webinar events met the description and their expectations.

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

Individual faculty members and departments use the results of their end-of-term course feedback surveys to make appropriate changes to their courses. Student Services and Equity (SSE) and other student support services teams regularly discuss alumni survey, exit survey, and other survey results to identify areas for improvement within student services. Some identified areas for improvement from these surveys include academic advising, financial aid, and career counseling. TCC's Engaged Learning division examines the results of these surveys to inform their faculty development opportunity planning. Finally, the institution has been through substantial reorganization in Student Services and Equity as well as some restructuring in Academic Affairs in response to some of the feedback received through these data.

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 Services and Equity (formerly Student Affairs). During this academic year there have been organizational changes that have impacted the positions that coordinate assessment efforts. At the beginning of the academic year 2020-21, we had separate assessment personnel in both Academic Affairs and Student Success and Equity (formerly Student Affairs). In Academic Affairs, there was an Assessment Program Manager dedicated 100% to assessment work. In Student Success and Equity, there was a Dean of Student Assessment and testing whose workload was about one-third dedicated to assessment work Under the Dean, there were two 65%-time dedicated employees for learning outcomes assessment work, the Assistant Director of Student Assessment and an Assessment Specialist. In Spring 2021, an institutional reorganization resulted in the merging of the separate offices into one single Office of Assessment. There are currently two staff members with 100% of job duties related to both Academic Affairs and Student Success and Equity assessment work: an Assessment Program Manager, and an Assessment Coordinator.

In addition, the Dean of Retention & Engagement in SSE oversees the work of our Testing Services, which employs a Director, Assistant Director, and many Testing Services staff members (both full-time and part-time). TCC's Testing Services administers placement tests, academic tests for faculty, as well as many other standardized and high-stakes testing for students and the community.

In accordance with guidelines from House Bill No. 1219, TCC charges $1.50 per credit hour in assessment fees to "provide funds to develop viable, valid assessment instruments, to train support personnel to gather and analyze the information appropriately and to make creative and constructive use of the results of the assessment program." The use of these fees is outlined in the table below. As usual, we expend more on assessment than we collect from student fees. All totals can be seen in Table 12.

Table 12. Breakdown of Assessment Fee Expenditures for Fiscal Year 2020.

Assessment fees	**$420,923**
Assessment salaries (and benefits)	$381,766
Distributed to other departments	N/A
Operational costs	$81,295
Total Expenditures	**$463,061**

Appendix A

Math Course Placement Guidelines

Effective: 4/17/2020

Math Course Placement	HGPA (unweighted, completed 11th grade or later)	SAT Math (S02**/ S12)	ACT Math (A02)	Accuplacer NextGen Series (ACC_)	Multiple Measures	GED Math (TEMP)
MATH 2114 Calculus I	See Multiple Measures column	640+	27+		276+ ACCF **AND** 3.0+ HGPA	
MATH 1613 Precalculus II *OR* MATH 2513 Finite Math *OR* MATH 2523 Calculus for Business, Life & Social Sciences		610+	26	276+ ACCF		
IF MAJOR REQUIRES PRECALCULUS: MATH 1513 Precalculus I *OR* MATH 1715 Precalculus I&II	3.4+ / No HGPA placement for MATH 1715	510+	19-25	263-275 ACCF		175-200
IF MAJOR REQUIRES PRECALCULUS: MATH 0123 Essentials for Precalculus *AND* MATH 1513 Precalculus I ***(Must be enrolled simultaneously)***	3.0+			237-262 ACCF		165-174
IF MAJOR REQUIRES QUANTITATIVE REASONING: MATH 1473 Quantitative Reasoning ***(If Undeclared Major, and ACT < 20, recommend Math 1473)***	3.2+	510+	19+	263+ ACCQ	255-262 ACCQ **AND** 3.0+ HGPA	175-200
IF MAJOR REQUIRES QUANTITATIVE REASONING: MATH 0403 Essentials of Quantitative Reasoning *AND* MATH 1473 Quantitative Reasoning ***(Must be enrolled simultaneously)***	3.0-3.19			237-262 ACCQ	285+ ACCA **AND** 230-236 ACCQ	165-174
IF MAJOR REQUIRES MATH FUNCTIONS OR ELEMENTARY STATISTICS MATH 1483 Mathematics Functions and Their Uses *OR* MATH 2193 Elementary Statistics	3.0+	510+	19+	237+ ACCF		165-174
IF MAJOR REQUIRES WORKFORCE TECH MATH: MATH 1454 Technical Mathematics	3.0+	510+	19+	237+ ACCF		165-174
MATH 0013 Math Foundations II	2.6-2.99			250+ ACCA		145-164
MATH 0003 Math Foundations I	0-2.59			200-249 ACCA		0-144

Reading Course Placement Guidelines

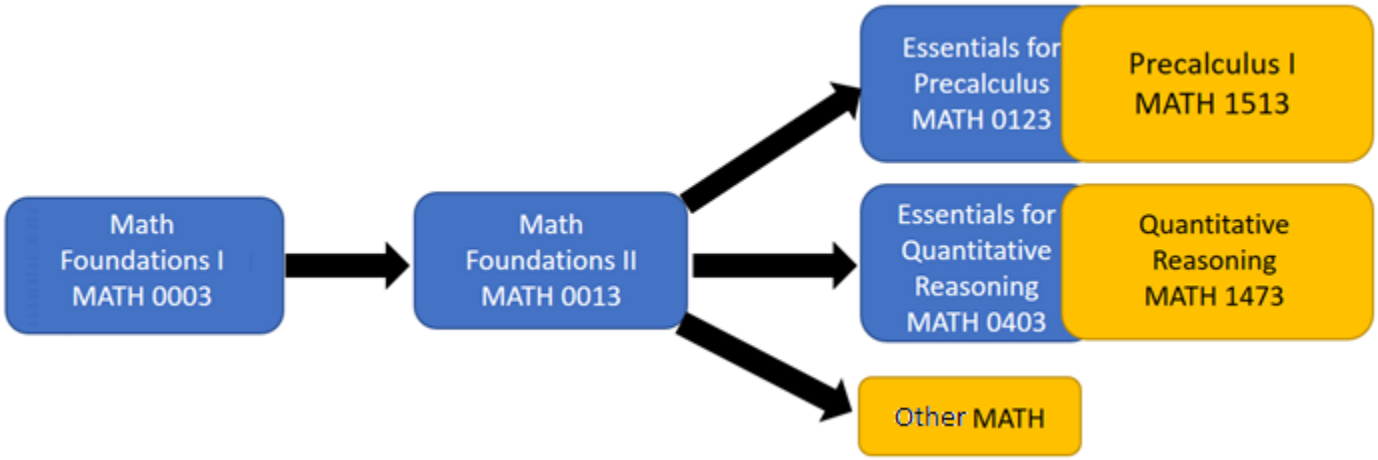
Reading Course Placement	HGPA Temporary placement Summer/Fall 2020	SAT English (S01**/ S11)	ACT Reading (A03)	Accuplacer Next Gen Reading (ACCNR)	GED Language Arts (TEMP)
College Level/Reading Proficient	3.2+	510+	19+	263+	Lang Arts 165-200
READ 0123 Critical Academic Reading *(formerly ENGL 0913 Reading Foundations II)*	2.70-3.19			230-262	Lang Arts 145-164
READ 0113 Introduction to Academic Reading *(formerly ENGL 0903 Reading Foundations I)*	0-2.69			200-230	Lang Arts 0-144

Writing Course Placement Guidelines

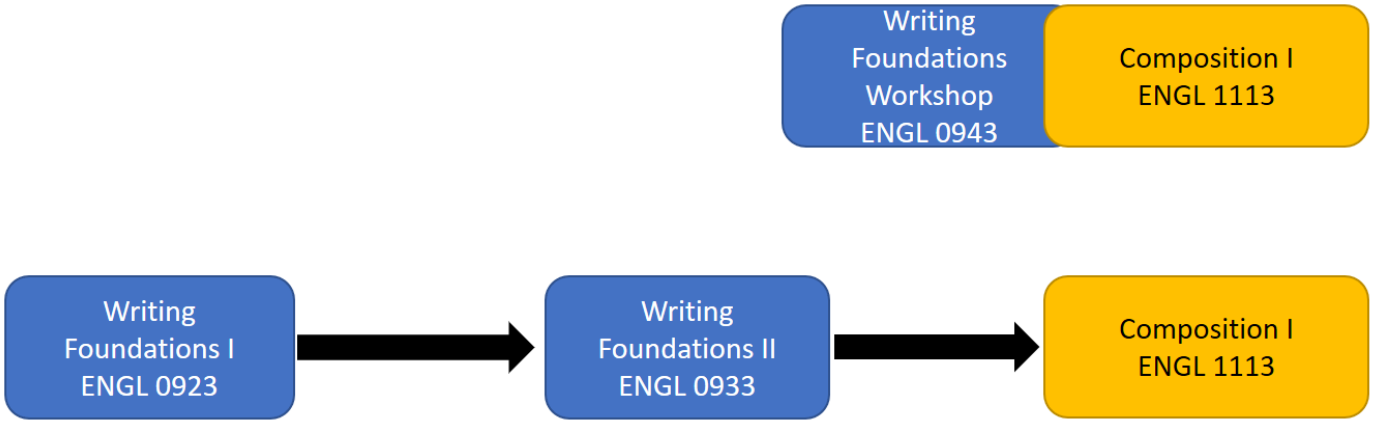
English Course Placement	HGPA (unweighted, completed 11th grade or later)	SAT English (S01**/ S11)	ACT English (A01)	Writeplacer (WRT1)	Multiple Measures ACCNR + HGPA	GED Language Arts (TEMP)
ENGL 1113 Composition I *(Reading proficiency must also be met)*	3.2+	510+	19+	5-8		Lang Arts 175-200
ENGL 1113 Composition I *AND* ENGL 0943 Writing Foundations Workshop *(Reading proficiency must also be met) (Must be enrolled simultaneously)*	2.7-3.19			4		Lang Arts 165-174
ENGL 0933 Writing Foundations II	2.6-2.69			3	250+ ACCNR **AND** 2.5+ HGPA	Lang Arts 145-164
ENGL 0923 Writing Foundations I	0-2.59			0-2		Lang Arts 0-144

Appendix B

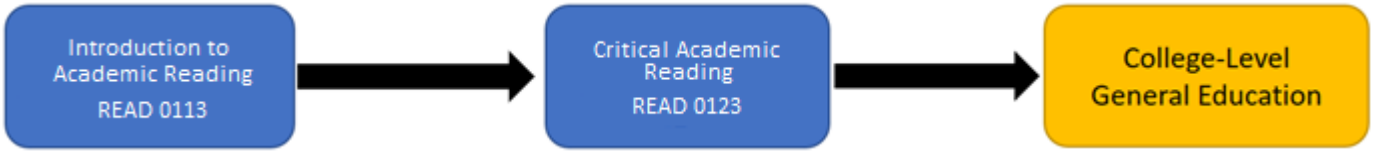
Math Course Sequence Academic Year 2020-21



Writing Course Sequence Academic Year 2020-21



Reading Course Sequence Academic Year 2020-21



Appendix C

Grade Distribution for Reading Courses

READ0113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020											
Fall 2020	127	16	19	24	13	23	1	31	0	76%	46%
Spring 2021	41	6	6	8	2	11	0	4	0	80%	49%
Total	168	22	25	32	15	34	1	35	0	78%	48%

READ0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	58	25	15	8	2	3	0	5	0	91%	83%
Fall 2020	588	161	105	106	30	95	1	90	0	85%	63%
Spring 2021	339	101	46	46	17	72	2	54	1	83%	57%
Total	985	287	166	160	49	170	3	149	1	85%	62%

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

Grade Distribution for Writing Courses

ENGL0923	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	15	5	3	2	1	3	0	1	0	93%	67%
Fall 2020	110	23	21	16	3	24	0	23	0	79%	55%
Spring 2021	38	7	4	3	0	13	0	11	0	71%	37%
Total	163	35	28	21	4	40	0	35	0	79%	52%

ENGL0933	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	36	16	10	5	0	1	0	4	0	89%	86%
Fall 2020	171	20	34	27	18	28	0	44	0	74%	47%
Spring 2021	123	17	26	32	6	23	2	17	0	85%	61%
Total	330	53	70	64	24	52	2	65	0	80%	57%

ENGL0943	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020											
Fall 2020	184	81	38	20	6	13	0	26	0	86%	76%
Spring 2021	187	78	36	18	8	11	1	35	0	81%	71%
Total	371	159	74	38	14	24	1	61	0	83%	73%

ENGL1113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Succe5ss
Summer 2020	350	117	98	47	12	37	1	38	0	89%	75%
Fall 2020	3,064	1,015	780	428	124	320	3	394	0	87%	73%
Spring 2021	1,438	331	324	268	64	178	3	270	0	81%	64%
Total	4,852	1,463	1,202	743	200	535	7	702	0	85%	70%

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

Grade Distribution for Math Courses

MATH0003	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	34	13	9	3	0	9	0	0	0	100%	74%
Fall 2020	309	42	64	54	22	77	0	50	0	84%	52%
Spring 2021	154	29	23	18	9	48	1	26	0	82%	45%
Total	497	84	96	75	31	134	1	76	0	85%	51%

MATH0013	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	136	37	32	15	7	22	2	20	1	85%	62%
Fall 2020	643	140	102	98	39	156	5	101	2	84%	53%
Spring 2021	535	96	99	79	37	138	2	83	1	84%	51%
Total	1,314	273	233	192	83	316	9	204	4	84%	53%

MATH0055	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020											
Fall 2020											
Spring 2021	59	10	11	9	4	12	0	13	0	78%	51%
Total	59	10	11	9	4	12	0	13	0	78%	51%

MATH0123	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	54	18	10	6	4	6	0	10	0	81%	63%
Fall 2020	417	117	83	38	16	77	2	84	0	80%	57%
Spring 2021	328	88	66	35	18	52	1	68	0	79%	58%
Total	799	223	159	79	38	135	3	162	0	79%	58%

MATH0403	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	35	12	9	6	3	2	0	3	0	91%	77%
Fall 2020	181	53	40	27	12	26	0	23	0	87%	66%
Spring 2021	166	59	33	23	10	26	0	15	0	91%	69%
Total	382	124	82	56	25	54	0	41	0	89%	69%

MATH1454	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020											
Fall 2020	27	5	2	4	3	5	0	8	0	70%	41%
Spring 2021											
Total	27	5	2	4	3	5	0	8	0	70%	41%

MATH1473	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	106	38	32	14	5	6	0	11	0	90%	79%
Fall 2020	496	128	117	79	30	77	0	65	0	87%	65%
Spring 2021											
Total	602	166	149	93	35	83	0	76	0	87%	68%

MATH1483	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	30	11	11	3	2	1	0	2	0	93%	83%
Fall 2020	240	52	46	33	19	34	0	56	0	77%	55%
Spring 2021	209	49	39	27	13	36	0	45	0	78%	55%
Total											

MATH1513	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2020	314	113	73	33	13	29	0	53	0	83%	70%

Fall 2020	1,375	400	614	172	65	177	3	244	0	82%	64%
Spring 2021	1,111	278	269	216	70	99	2	177	0	84%	69%
Total	2,800	791	956	421	148	305	5	474	0	85%	70%

MATH2193	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2020	224	118	43	22	9	13	0	19	0	92%	82%
Fall 2020	408	145	86	65	19	40	4	49	0	88%	73%
Spring 2021	364	133	87	46	19	36	1	42	0	88%	73%
Total	996	396	216	133	47	89	5	110	0	88%	75%

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

Appendix D

List of courses and programs suppressed, deleted, or changed due to assessment, program review, and program mapping work during the 2020-21 academic year that go into effect Fall 2021.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
ALDH	1013	Applied Medical Physics	SC	Suppress Course
CSYS	2783	Advanced C# Programming	SC	Suppress Course
		Diagnostic Medical Sonography AAS	MP	Removed ALDH 1013 Applied Medical Physics from Program and leaving PHYS 1114 as the only option for Physics
RADT	1222	Radiographic Clinical Education I	SC	Suppress course
RADT	1324	Radiographic Clinical Education II	MC	Renaming Course to Radiographic Clinical Education I because Radiographic Clinical Education I was suppressed and as a result all clinical education courses needed to be renumbered.
RADT	1344	Radiographic Clinical Education III	MC	Renaming Course to Radiographic Clinical Education II because Radiographic Clinical Education I was suppressed and as a result all clinical education courses needed to be renumbered.
RADT	2312	Radiographic Clinical Education IV	MC	Renaming Course to Radiographic Clinical Education III because Radiographic Clinical Education I was suppressed and as a result all clinical education courses needed to be renumbered.
RADT	2336	Radiographic Clinical Education V	MC	Renaming Course to Radiographic Clinical Education IV because Radiographic Clinical Education I was suppressed and as a result all clinical education courses needed to be renumbered.
RADT	2356	Radiographic Clinical Education VI	MC	Renaming Course to Radiographic Clinical Education V because Radiographic Clinical Education I was suppressed and as a result all clinical education courses needed to be renumbered.
		Radiography AAS	MP	Deleting RADT 1222 from the curriculum and renumbering clinical education courses. Reduced the number of hours from 69-67
EMSP	2115	Principles of Paramedic I	MC	Removed FEMS 1214 as a pre requisite course.
EMSP	2129	Paramedic Theory and Application I	MC	Removed FEMS 1214 as a pre requisite course.
GEOL	1024	General Geology		Removed "or instructor approval" as a pre req
GEOL	2021	Map and Airphoto Interpretation	MC	Removed "or instructor approval" as a pre req
		Healthcare Specialist/ Paramedic CER	MP	Removed FEMS 1214 as a pre requisite course to the program and changed the program description to reflect change
PHYS	1114	General Physics	MC	Removed "or instructor approval" as a pre req
		Accounting AAS, Software Application Specialist Option	SP	This A.A.S. degree is being suspended to evaluate and determine if a second, separate A.A.S. degree in Accounting is needed. Industry trends, and discussions with community leaders will be part of this evaluation.
		Accounting AAS, Accounting Specialist Option	MP	The degree requirements are being changed to better prepare students for the workforce based on industry demands. Changed math requirement from MATH 1513 Pre Calculus to MATH 1483 Math Functions and their uses. Removed CSCI 2033 Excel and CSCI 2073 MS Office Added BUSN 1053 Introduction to Business and ACCT 2263 QuickBooks Pro Comprehensive **Number of hours remained at 60**.
		Accounting CER, Accounting Assistant Option	DPO	This certificate is obsolete and is being deleted.
		Accounting CER, Accounting Software Application Specialist Option	SP	Certificate is being suppressed and is being reviewed to determine if modifications should be made and offered at a later time.
		Accounting Certificate, Accounting Specialist Option	MP	Certificate is being revised to align industry demands as well to create a pathway for students to obtain an AAS in Accounting. Removed CSCI 2033 Excel and CSYS 2073 MS Office **Changed hours from 30 to 24.**
		Accounting Certificate, Income Tax and Software Specialist Option	MP	Certificate is being revised to align industry demands as well to create a pathway for students to obtain an AAS in Accounting. Removed CSCI 2033 Excel, CSYS 2073 MS Office, and ACCT 2433 Computerized Business Income Tax. Added ACCT 2243 Payroll Administration, ACCT 2263 QuickBooks Pro

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
				Comprehensive, and ACCT 2313 Intermediate Accounting I. **Number of hours remained at 24.**
		Accounting Certificate, Payroll Administration Specialist Option	SP	Certificate is being suppressed and is being reviewed to determine if modifications should be made and offered at a later time.
ACCT	1003	Introduction to Accounting	SC	Suppress Course
ACCT	2213	Financial Accounting	MC	Pre req change to better align with degree map. Will require MATH 0013 with a C or better.
ACCT	2253	Sage 50	SC	Suppress Course
ACCT	2433	Computerized Business Income Tax	SC	Suppress Course
		American Sign Language AA, ASL Studies Option	MP	Several local and state school with deaf programs are facing a shortage of Deaf Educators and ASL paraprofessionals to work with the Deaf and hard of hearing students. Oklahoma Department of Education have expressed their support toward our program to make changes to meet their needs to find qualified ASL paraprofessional for the Deaf Education programs. Removed: ART1113 Art Appreciation ENGL 2413 Introduction to Literature CSYS 1211 Introduction to Mac OS DGMD 2333 Digital Video Final Cut Pro GEOG1043 Into to Cultural Geography PHIL 2143 Into to Social and Political Philosophy Added: ASLE XXX3 Intro to Deaf Education ASLE XXX3 Visual Gesture Communication/Specialized Signs ASLE XXX3 Introduction to ASL Linguistics ASLE XXX3 ASL Literature ASLE XXX1 Fingerspelling and Numbers **Number of hours will change from 60-61 to 60.**
		American Sign Language AA, Services to the Deaf Option	SP	ASLE Program are merging three current degrees (Services to the Deaf, Deaf Education and ASL Studies) into one degree, ASL Studies to make it more effective for the program to focus on one degree for the students. These three degrees are very similar and its cost and time efficient to make it into one degree. Once the proposed three degrees into one degree, ASL Studies are approved then the Services to the Deaf and Deaf Education AA degree will need to be suppressed.
		American Sign Language AA, Deaf Education Option	SP	ASLE Program are merging three current degrees (Services to the Deaf, Deaf Education and ASL Studies) into one degree, ASL Studies to make it more effective for the program to focus on one degree for the students. These three degrees are very similar and its cost and time efficient to make it into one degree. Once the proposed three degrees into one degree, ASL Studies are approved then the Services to the Deaf and Deaf Education AA degree will need to be suppressed.
ASLE	1381	Fingerspelling and Numbers	NC	New course that will be added to the program.
ASLE	1393	Visual Gesture Communication/Specialized Signs	NC	New course that will be added to the program.
ASLE	2433	ASL Literature	NC	New course that will be added to the program.
ASLE	2443	Introduction to ASL Linguistics	NC	New course that will be added to the program.
ASLE	2612	ASL Internships	NC	New course that will be added to the program.
BIOL	1314	Human Anatomy and Physiology	MC	Change name to Essentials of Human Anatomy and Physiology to differentiate courses meant for university transfer from those courses meant for TCC's AAS Nursing program.
		Business Computer User Certificate	SP	The Business Computer User Certificate is comprised of two 3-credit hour courses that can be better served as a 'local certificate' or certificate of achievement.
BUSN	2513	Project Management Applications	SC	Suppress Course
BUSN	2523	Project Management Certificate Preparation	SC	Suppress Course
		Cardiovascular AAS	MP	Changing the application deadline from February 1st to March 15th.
		Child Development AS, Early Childhood Education NSU transfer option	SP	A new transfer degree will be implemented that will incorporate this degree, as well as all teacher certification track transfer degrees. This will result in one transfer degree instead of three separate degrees. The new degree will allow students currently enrolled on this degree to continue moving forward with no need for a teach-out or loss of coursework.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		Child Development AS, Family and Community Transfer Option	MP	Changes have been made to better align with university requirements. These changes allow for wider selection of courses to meet general education requirements. Changing the name of the program title to Non-Teacher Certification Transfer Option.
		Child Development Certificate, Certificate of Mastery	MP	Adding MATH 2423 Math Concepts for Educators as an elective option. **Certificate remains at 18 hours.**
CHLD	2032	Early Field Experience in Teaching Early childhood	SC	Suppress Course
CLLD	2042	Early Field Experience in Teaching Elementary	SC	Suppress Course
CSCI	1901	Beginning Unix	SC	Suppress Course
CSCI	2683	Data Structures	MC	Course Description change to better reflect content of course and to facilitate alignment of coursework needed at receiving institutions.
CSYS	1793	Mobile Development-iPhone	MC	Changed title to Mobile Development -iOS
CSYS	2493	Principles of Information Assurance	MC	Changed title to Principles of Cybersecurity.
		Dental Hygiene AAS	MP	DHYG 1384 will change from 4 hours to 2 hours which then changes the program from **84 hours to 82 hours.**
DHYG	1013	Oral Anatomy, Embryology, and Histology	MC	Changing course to a lecture course only.
DHYG	1384	Clinical Dental Hygiene I	MC	Changing course to 1382. Also changing to 8 hours of clinical.
DHYG	1394	Clinical Dental Hygiene II	MC	Changing to 12 hours of clinical.
DHYG	1421	Dental Radiographic Techniques	MC	Changing to 12 hours of clinical.
DHYG	2385	Clinical Dental Hygiene III	MC	Changing to 16 hours of clinical.
DHYG	2395	Clinical Dental Hygiene IV	MC	Changing to 16 hours of clinical.
		Engineering AS, Computer Engineering Option	MP	Removing CSCI 1901 Beginning Unix from the degree requirements. Credit hours will drop to 66 from 67..
ENGL	2893	African American Literature	MC	Added Humanities attribute to course.
HITC	1113	Introduction to Health Information Management	MC	HITC 1131 Health Care Delivery Systems & Trends is being suppressed and the content of this course is being added to HITC 1113 Introduction to Health Information Management. The course description is being revised to reflect addition of new course materials.
HITC	1131	Healthcare Delivery Systems and Trends	SC	Suppress Course
HITC	1412	Professional Practice Experience I	MC	HITC 1131 Health Care Delivery Systems & Trends is being suppressed and the content of this course is being added to HITC 1113 Introduction to Health Information Management. The course description is being revised to reflect addition of new course materials.
HITC	2113	Management Techniques for Health Information Services	MC	New title will be Organizational Management & Leadership and is more reflective of current domain terminology as reflected in accreditation standards.
HITC	2411	Professional Practice Experience II	SC	Suppress Course
HSVC	1443	Direct Support Professional I	SC	Suppress Course
INED	1423	Introduction to Interpreting	MC	Course description change
INED	2213	American Sign Language to English Interpreting I	MC	Course description change and addition of recommended co reqs.
INED	2233	American Sign Language to English Interpreting II	MC	Course description change and addition of recommended co reqs.
INED	2393	Interpreting I	MC	Course description change
ASLE	1423	Introduction to Dead Education	NC	New course that will be added to the program.
HITC	1213	Statistics and Research Methodology	MC	Course name change to Statistics & Data Analytics and pre req change to include MATH 2193 Elementary Statistics course.
HITC	1223	Electronic Health Records Systems	MC	Changed course number to HITC 1222 and changed to a lecture and lab class.
HITC	1333	CPT and HCPCS Coding	MC	Change course description and changed title to CPT & HCPCS Coding I

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
HITC	1363	Classification Systems, Term	MC	Change course number to 1362. Will be a lecture and lab.
HITC	2222	CPT & HCPCS Coding II & Physician Billing	NC	New course that will be added to the program.
HITC	2342	Professional Practice Experience III Coding	MC	Change name to Professional Practice Experience III - Coding. Changed number to 2341 and pre req changes.
HITC	2231	Revenue Cycle Management	NC	New course that will be added to the program.
HITC	2403	Coding II	MC	Changed course description and pre reqs.
		Health Information Technology AAS	MP	All of the curriculum changes are being made to meet new CAHIIM accreditation standards and competencies and PCAP requirements for the Coding Certificate Program. National association (AHIMA) and accrediting agencies (CAHIIM & PCAP) are requiring an increased focus on data management/analytics and coding, reimbursement and revenue cycle management within the curriculum. Removed HITC 1131 Healthcare Delivery Systems & Trends (content incorporated to Health Information Management),HITC 2121 Physician Billing & Reimbursement (content incorporated into HITC 2133 Reimbursement Systems & a new course HITC 2222 CPT & HCPCS Coding), HITC 2411 Professional Practice Experience II (PPE II) (content incorporated into HITC 1412 Professional Practice Experience I). Added two new HITC courses as follows:HITC 2222 CPT and HCPCS Coding II & Physician Billing - more time needed to cover information presented in HITC 1333 CPT and HCPCS Coding I, plus the addition of content from deleted course HITC 2121 Physician Billing & Reimbursement, HITC 2231 Revenue Cycle Management - More time needed to focus on revenue cycle processes, plus addition of course material from HITC 2121 Physician Billing & Reimbursement into HITC 2133 Reimbursement Systems removed additional teaching time previously devoted to the revenue cycle. Decreased Credit Hours: HITC 1363 Classification Systems, Terminologies and Coding I, now HITC 1362 (1 hour lecture, 2 hour lab),HITC 1223 Electronic Health Record Systems, now HITC 1222 (1 hour lecture, 2 hour lab) - Added lab as students need application time to work with EHR and other HIM software, HITC 2342 Professional Practice Experience III - Coding, now HITC 2341 (64 clinical hours) - Revenue cycle activities moved to new course Revenue Cycle Management. **Total Credit Hours remained the same.**
		Health Information Technology Certificate, Coding and Reimbursement Specialist	MP	All of the curriculum changes are being made to meet new CAHIIM accreditation standards and competencies and/or PCAP requirements for the Coding Certificate Program. Our national association (AHIMA) and accrediting agencies (CAHIIM & PCAP) are requiring an increased focus on data management/analytics and coding, reimbursement and revenue cycle management within the curriculum. Deleted the following courses: HITC 1131 Health Care Delivery Systems & Trends (content incorporated into HITC 1113 Introduction to Health Information Management),HITC 2121 Physician Billing & Reimbursement (content incorporated into HITC 2133 Reimbursement Systems & a new course HITC 2222 CPT & HCPCS Coding II & Physician Billing) Added two HITC courses as follows: HITC 2222 CPT & HCPCS Coding II & Physician Billing - more time needed to cover information presented in HITC 1333 CPT and HCPCS Coding I, plus the addition of content from deleted course HITC 2121 Physician Billing & Reimbursement, HITC 2231 Revenue Cycle Management - More time needed to focus on revenue cycle processes, plus addition of course material from HITC 2121 Physician Billing & Reimbursement into HITC 2133 Reimbursement Systems removed additional teaching time previously devoted to the revenue cycle. Certificate hours dropped to 39 hours from 40.
HITC	2133	Reimbursement Systems and Revenue Cycle Management	MC	Course description change, course title change to reimbursement systems, and pre req changes.

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		International Business, AS	DP	The few specialized course requirements for this degree do not adequately distinguish it from AS Business Administration, as demonstrated by persistently low enrollments. Articulation to transfer partner institutions in International Business will be achieved through the AS Business Administration path of study.
		Project Management Certificate	SP	This for-credit certificate comprised of three 3-credit hour courses is best suited to Continuing Education (CE) students working toward Project Management Professional (PMP) designation. As such, this certificate will be suspended while efforts are made to develop a PMP curriculum within CE.
MDLT	2111	Professionalism and Communication in Healthcare	NC	New course that will be added to the program.
MDLT	2002	Clinical Laboratory Operations and Professionalism	MC	Changing this course into two courses. This course number will change to 2011. The new title is Clinical Laboratory Operations- Laboratory Skills. Course description change.
MDLT	2222	Clinical Immunology and Serology	MC	Changing the course description and title. New title will be Introduction to Clinical Laboratory and Immunology Course will change to lecture only.
MDLT	2331	Clinical Chemistry Lab	MC	Course description change and course title change to Clinical Chemistry and Immunochemistry. Changing credit hours to two hours and the new number will be 2352.
MDLT	2516	Clinical Practicum III	MC	Readjusted clinical hours as a result the class will move to a 5 hour. The new number is 2515.
		Medical Laboratory Technician AAS	MP	Combined some labs that fit better together (Chemistry/Immunochemistry). And our reduction in clinical hours was to closely fit the Carnegie units for clinical credit hours. We moved that hour into the lab as we were short on time with that. We also determined that a Professionalism and Communication course was necessary due to discussions with clinical partners. So we divided the MDLT 2002 into two classes, one for skills and the other professionalism. This way we can also add the professionalism course into Phlebotomy Certification. **No change in overall hours.**
		Medical Laboratory Technician Certificate (Phlebotomy)	MP	Feedback from advisory committee and from clinical hospital sites; they are asking for more soft skills (communication, ethics, professionalism). It was been on our radar for a long time to make a course for this purpose only instead of cramming it into MDLT 1203. Certificate will go from 5 credit hours to 6 credit hours.
PHTA	1242	Human Growth and Development	MC	Following PHTA Program curriculum review, course does not require 2 lecture hours to deliver content and measure learning objectives. Course number will change to 1241.
RESP	1232	Applied Sciences for Respiratory	SC	Suppress Course
RESP	1414	Clinical I	MC	Course Description change. All content are moved to clinical hours.
RESP	2102	Clinical II	MC	Course Description change. All content are moved to clinical hours.
RESP	2204	Clinical III	MC	Course Description change. All content are moved to clinical hours. Added a ci req
RESP	2301	Clinical Simulations Lab	MC	New course that will be added to the program.
RESP	2414	Clinical IV	MC	Course Description change. All content are moved to clinical hours.
		Child Development AS, Early Childhood Education OU transfer option	MP	This degree was created to consolidate three transfer degrees into one. All previous degrees served students transferring to teacher certification programs. This program will serve all students, regardless of the university to which they are transferring. The program will help students satisfy the 4x12 required for education majors as well as leave some room to choose CHLD classes and foreign language based on transfer partner. The degree will change from 63 hours to 60-63 hours.
		Electronics Technology AAS, Biomedical Equipment Option	MP	Business and IT is suppressing the ITCV 2023 Wireless Networking class. As a result this program will remove the requirement and the content will be met elsewhere. **The degree will move from 64-66 to 61-63 required credit hours.**
HITC	2121	Physician Billing and Reimbursement	SC	Suppress Course
HITC	2213	Quality Utilization and Revenue Cycle Management	MC	Changed title to Healthcare Quality & Safety

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
INED	2403	Interpreting II	MC	Course description change and co req change
INED	2613	Interpreting III	MC	Course description change and co req change
INED	2643	Interpreting Internship	MC	Course description change.
		Physical Therapist Assistant, AAS	MP	One course is changing to from 2 hour to 1 hour which changes the program from **67 hours to 66 hours.**
		Information Technology AAS, Systems Support Technician	MP	The Information Technology A.A.S., Networking and Cloud Computing Option has been suppressed. ITCV 2023 Wireless Networking and ITCV 2293 Cloud Computing will also be suppressed. These courses are being replaced with two currently offered courses that are best suited for the Information Technology A.A.S., Systems Support Technician Option. Remove ITCV 2023 Wireless Networking and Replace with CSCI 2473 C Language. Remove ITCV 2293 Cloud Computing and Replace with CSCI 2163 Windows Operating Systems. **The number of hours remain the same.**
ITCV	1033	Introduction to Voice & Data Networking	SC	Suppress Course
ITCV	2023	Wireless Networking	SC	Suppress Course
ITCV	2033	Cisco CCENT/ICND1	SC	Suppress Course
ITCV	2203	Cisco CCNA Routing & Switching/ICND2	SC	Suppress Course
ITCV	2293	Cloud Computing	SC	Suppress Course
ITCV	2990	Selected Topic in Information Technologies Convergence	SC	Suppress Course
		Occupational Therapy Assistant AAS	MP	Changed OCTA 1203 to part of the curriculum instead of a pre req to program.
		Pre-Education AA Elementary Education Option	DP	A new transfer degree will be implemented that will incorporate this degree, as well as all teacher certification track transfer degrees. This will result in one transfer degree instead of three separate degrees. The new degree will allow students currently enrolled on this degree to continue moving forward with no need for a teach-out or loss of coursework.
RESP	1242	Respiratory Care Patient Assessment	MC	Changed course to three hours. The new number will be 1243. Will be lecture and lab.
RESP	1403	Respiratory Care Techniques and Theory II	MC	Pre req change and a schedule type change
RESP	2493	Respiratory Critical Care	MC	Schedule type change
RESP	2563	Cardiopulmonary Diagnostics	MC	Course description change and schedule type change.
		Respiratory Care AAS	MP	These changes will allow the student to have more hands on time with equipment in the laboratory setting to improve low scores 80-84% in 3 or more areas from the last two national board exams. We are required to have test scores above 85%.The student will also be more prepared before going to the intensive care unit at the clinical sites. Due to the Covid pandemic we have lost the ability to have hands on time during lecture classes. These changes are vital to our continue growth in the students understanding of how, why and when to use equipment and improve strategies to assist the patient in their disease state. These changes should improve overall test scores on the national board exams and allow us to produce a more qualified applicant to enter the work force. Added: MATH 1513, 1 credit hour lab to RESP 1242 and created RESP 1243 Respiratory Care Patient Assessment to make a lecture lab course. Added RESP 2301 Clinical Lab Simulation. Removed:1232 Applied Sciences for Respiratory Care. **The number of hours remain the same.**
		Sociology AA	MP	Reduced Sociology requirements from 18 to 12 hours and raised the controlled electives to 12 hours. This was done to be able to create more transfer agreements because of transfer partner requirements. **The number of hours remain the same.**
THEA	2563	Fundamentals of Directing	NC	New course

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		Nutritional Sciences	MP	Changed Recommended Electives to controlled electives to help with Course Program of Study. **The number of hours remain the same.**
		Pre Professional Heath Sciences	MP	Changed Recommended Electives to controlled electives to help with Course Program of Study. **The number of hours remain the same.**
MATH	1454	Technical Mathematics	MC	Course description change
PHTA	1363	Kinesiology for PTAs	MC	Changed course to 4 lab hours and 1 lectures
ART	1023	Painting I	MC	Course description change and added pre req of ART 1123
ART	2063	Watercolor I	SC	Suppress Course
ART	2073	Watercolor II	SC	Suppress Course
ART	2503	Professional Practice	MC	Course description change and added pre req change
ENGL	2413	Introduction to Literature	MC	Modified the semesters offered
ENGL	2433	Novel Writing	MC	Modified the semesters offered
ENGL	2443	Poetry Writing	MC	Modified the semesters offered
ENGL	2463	Creative Nonfiction Writing	MC	Modified the semesters offered
ENGL	2473	Short Story Writing	MC	Modified the semesters offered
ENGL	2493	Introduction to Creative Writing	MC	Modified the semesters offered
ENGL	2543	Intro to British Literature to 1800	MC	Modified the semesters offered
ENGL	2653	Intro to British Literature from 1800	MC	Modified the semesters offered
ENGL	2773	American Literature to 1865	MC	Modified the semesters offered
ENGL	2883	American Literature from 1865	MC	Modified the semesters offered
ENGL	0953	Critical Reading and Academic Writing	NC	A new course foundational course for students that are testing into specific level of reading and writing.
		AAS Interior Design	SP	Full-time faculty overseeing the program resigned. With only 15 graduates per year and few job postings in the past years for this position, the administration proposes suspension. A full-time faculty member is needed to oversee the program and funds do not allow hiring at this time.
		AAS Applied Technology	MP	TCC summited proposal as one option, but approved at the state level with the options in: Advanced Manufacturing, Aerospace, Healthcare, Professional Services, and Information Technology. These options will be in 2021-2022 catalog.
		CER Accounting Assistant	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Management	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Marketing	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Hospitality Management	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Hospitality Management Professional	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		AS Fire and Emergency Services	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Diagnostic Medical Sonography	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Human Services	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Human Services Direct Support Professional	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Infant Toddler Certificate of Mastery	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Early Childhood Certificate of Mastery	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Interior Design	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		AAS Stage Production Technology	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS
		CER Biotechnology	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		AAS Biotechnology	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		AAS Process Technology	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Process Technology	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		CER Electronics Alternative Energy	DP	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
		AAS Applied Technology	MP	In addition to the options the program is adding, the program will add the following to count as specialized course requirements: PLA, prior technical course work, technical transfer, pilot programs. Degree will remain at 60 hours.