Annual Report of Student Assessment Activity

2019-2020

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Section I – Entry Level Assessment and Course Placement

Activities

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

College level course placement was determined by ACT or SAT score or previous coursework completed at other institutions. If the student did not qualify for college-level courses based on this information, they were required to take the appropriate ACCUPLACER placement test(s) and/or SuccessNavigator assessment. Students HS GPA was used as an additional component for Math placement.

ACT Math (19 or higher for quantitative reasoning or technical math pathways, 20 or higher for precalculus, math functions, and statistics pathways), SAT Math (510 or higher for quantitative reasoning or technical math pathways, 520 or higher for precalculus and math functions pathways), 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 1454; 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). HS GPA was also used as a primary placement measure to place students into college-level math courses: for students on the precalculus or math functions pathways, a HS GPA of 3.4 or higher; for students on the quantitative reasoning pathway, a HS GPA of 3.2 or higher; and for students on the workforce technical math pathway, a HS GPA of 3.0 or higher.

ACT Reading (19 or above), SAT English (510 or above), and ACCUPLACER Next-Generation Reading test alone (263 or above) or combined with SuccessNavigator English placement index score (250-262 on ACCUPLACER and 100 or above on SuccessNavigator index score) were used for placing students into college-level coursework in reading.

ACT English (19 or above), SAT English (510 or above), and WritePlacer alone (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 the 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:

- ENGL 0903 – Reading Foundations I
- ENGL 0913 – Reading Foundations II
- ENGL 0923 – Writing Foundations I
- ENGL 0933 – Writing Foundations II
- ENGL 0943/1113 – Writing Foundations Workshop co-requisite with Composition I
- MATH 0003 – Math Foundations I
- MATH 0013 – Math Foundations II
- MATH 0123/1513 – Essentials for Precalculus I co-requisite with Precalculus I
- MATH 0403/1473 – Essentials for Quantitative Reasoning co-requisite with Quantitative Reasoning

Students who placed in the lowest level math course, MATH 0003, participated automatically in our MathPath program. The first four weeks of Math Foundations I is an intensive review of basic math skills. At the end of the fourth week, students retake the math placement test in class. If they test up to Math Foundations II, and they choose to move, they are automatically enrolled in a 12-week section of Math Foundations II that begins in week 5 and continues through the end of the semester. Consistent with previous years, during the 19-20 academic year, almost 44% of students in Math Foundations I tested up and moved into Math Foundations II in week 5 of the term. Students who did not test up remained in Math Foundations I for the rest of the 16-week semester.

Students could also study on their own and retake the placement test(s) to allow them to place into college level. Resources to prepare for retesting were available through the TCC Testing Services website. Students 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, ACCUPLACER placement tests, HS GPA, and a multiple measure 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 or better. 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 or better.

To place into Writing Foundations Workshop co-requisite with Composition I, students had to score a 4 on the WritePlacer.

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 2019		Fall 2019		Spring 2020	
		# 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	4	50.0%	152	57.9%	46	52.2%
	ENGL 0933	35	74.3%	349	51.3%	174	58.6%
	ENGL 0943	0		342	77.2%	204	75.0%
	ENGL 1113	320	77.8%	2,632	73.5%	1,492	62.3%
Read-ing	ENGL 0903	0		203	49.3%	64	34.4%
	ENGL 0913	59	71.1%	734	63.6%	393	62.8%
Math	MATH 0003	32	62.5%	308	46.9%	132	57.6%
	MATH 0013	167	56.3%	746	51.8%	579	55.6%
	MATH 0123	56	64.3%	617	62.9%	462	71.6%
	MATH 0403	44	90.9%	225	75.6%	184	78.8%
	MATH 1473	113	77.9%	539	66.6%	425	77.2%
	MATH 1483	19	84.2%	18	66.7%	30	93.3%
	MATH 1513	286	66.4%	1,532	64.6%	1,664	74.0%

As can be seen in Table 1, developmental writing had success rates ranging from 50.0% to 74.3%. The co-requisite writing course had success rates ranging from 75.0% to 77.2%. Composition I had success rates ranging from 62.3% to 77.8%. Developmental reading had success rates ranging from 34.3% to 71.1%. Developmental math courses had success rates ranging from 46.9% to 62.5%. Co-requisite math courses had a success rate ranging from 62.9% to 90.9%. College-level math courses had success rates ranging from 64.6% to 93.3%. The success rates are all up from the 2018-19 academic year, especially in mathematics.

Of the 3,460 first-time entering, credential-seeking students in the fall 2019, 1,120 (32.4%) placed in developmental writing: 660 (19.1%) one level below college level, our co-requisite; 295 (8.5%) placed into Writing Foundations II; and, 165 (4.8%) placed into our lowest level developmental writing, Writing Foundations I. This writing placement is consistent with the placement of the Fall 2018 cohort. Of the Fall 2019 cohort, 953 (27.5%) placed in developmental reading (up about 5% from fall 2018): 761 (22.0%) one level below college level; and 192 (5.6%) two levels below college level. Of the Fall 2019 cohort, 1,094 (31.6%) placed into developmental mathematics (a dramatic drop from over 50% in Fall 2018): 324 (9.4 vs. 17.6% in 2018) one level below college level, co-requisite; 480 (13.9% vs. 11.8% in 2018) two levels below college level; and, 290 (8.4% vs. 22.6% in 2018) three levels below college level. The following tables provide the enrollment and success rates for students in the Fall 2019 first-time entering, credential-seeking student cohort. The percentages represent the percent of students from that placement cohort.

Table 2. Fall 2019 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		**1,961**	**56.7%**	**660**	**19.1%**	**295**	**8.5%**	**165**	**4.8%**	**379**	**11.0%**
ENGL 0923	Took	1	0.1%	4	0.6%	3	1.0%	111	67.3%	2	0.5%
	Earned C or better	1	100%	4	100%	1	33.3%	63	56.8%	2	100%
ENGL 0933	Took	3	0.2%	32	4.8%	212	71.9%	38	23.0%	2	0.5%
	Earned C or better	2	66.7%	25	78.1%	110	51.9%	15	39.5%	0	0%
ENGL 0943	Took	6	0.3%	297	45.0%	7	2.4%	1	0.6%	7	1.8%
	Earned C or better	5	83.3%	217	73.7%	7	100%	1	100%	5	71.4%
ENGL 1113 Co-Req	Took	6	0.3%	297	45.0%	7	2.4%	1	0.6%	7	1.8%
	Earned C or better	4	66.7%	206	69.4%	6	85.7%	1	100%	5	41.4%
ENGL 1113 College-level	Took	1,291	65.8%	49	7.4%	60	20.3%	4	2.4%	118	31.1%
	Earned C or better	965	74.7%	30	61.2%	44	73.3%	3	75.0%	74	62.7%

Of the 3,460 first-time entering, credential-seeking students in the fall of 2019, 1,522 (43.9% vs. 42.5% for the fall 2018 cohort) took Composition I (ENGL 1113), and 1,116 (73.3% vs. 70.2% for fall 2018) of those students successfully completed the course. Of the 1,961 (56.7%) students who were deemed college ready in writing 1,291 (65.8%) took Composition I, with 965 (74.7%) of those students earning a C or better in Composition I in their first year. Of the 660 (19.1%) students who placed into co-requisite writing, 346 (52.4%) took Composition I, with 236 (68.2%) passing with a C or better. Of the 460 (13.3%) students who placed into developmental writing at any level, 72

(15.7%) took Composition I in the first year, with 54 (75.0%) passing with a C or better. These pass rates are consistent with the 2018-19 academic year.

Table 3. Fall 2019 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		**2,280**	**65.9%**	**761**	**22.0%**	**192**	**5.6%**	**227**	**6.6%**
ENGL 0903	Took	0	0%	14	1.8%	166	86.5%	5	2.2%
	Earned C or better			9	64.3%	78	47.0%	4	80.0%
ENGL 0913	Took	10	0.4%	661	86.9%	68	35.4%	13	5.7%
	Earned C or better	6	60.0%	454	68.7%	50	73.5%	10	76.9%

Of the 3,460 first-time entering, credential-seeking students in the fall of 2019, 953 (27.6%) students placed into developmental reading at any level. Of those students, 729 (76.5%) took Reading Foundations II, with 504 (69.1%) successfully completing the course, thus being deemed college level in reading by the end of their first year.

Table 4. Fall 2019 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		**2,094**	**60.5%**	**324**	**9.4%**	**480**	**13.9%**	**290**	**8.4%**	**272**	**7.9%**
MATH 0003	Took	42	2.0%	3	0.9%	48	10.0%	137	47.2%	8	2.9%
	Earned C or better	29	69.0%	1	33.3%	26	54.2%	50	36.5%	4	50.0%
MATH 0013	Took	85	4.1%	17	5.2%	277	57.7%	101	34.8%	10	3.7%
	Earned C or better	64	75.3%	11	64.7%	144	52.0%	59	58.4%	5	50.0%
MATH 0403	Took	42	2.0%	76	23.5%	11	2.3%	3	1.0%	2	0.7%
	Earned C or better	32	76.2%	54	71.1%	11	100%	2	66.7%	2	100%
MATH 1473 Co-req	Took	42	2.0%	76	23.5%	11	2.3%	3	1.0%	2	0.7%
	Earned C or better	30	71.4%	44	57.9%	11	100%	2	66.7%	2	100%
MATH 1473 College-level	Took	219	10.5%	2	0.6%	2	0.4%	0	0%	2	0.7%
	Earned C or better	150	68.5%	1	50.0%	2	100%			1	50.0%
MATH 0123	Took	196	9.4%	91	28.1%	57	11.9%	15	5.2%	4	1.5%
	Earned C or better	137	69.9%	51	56.0%	41	71.9%	13	86.7%	3	75.0%
MATH 1513 Co-req	Took	196	9.4%	91	28.1%	57	11.9%	15	5.2%	4	1.5%
	Earned C or better	137	69.9%	52	57.1%	38	66.7%	12	80.0%	3	75.0%
MATH 1513 College-level	Took	553	26.4%	2	0.6%	0	0%	0	0%	6	2.2%
	Earned C or better	395	71.4%	1	50.0%					4	66.7%
MATH 1483	Took	4	0.2%	0	0%	0	0%	0	0%	0	0%
	Earned C or better	4	100%								
MATH 1454	Took	5	0.2%	0	0%	1	0%	0	0%	0	0%
	Earned C or better	4	80%	0		1	100%	0		0	

Of the 3,460 first-time entering, credential-seeking students in the fall of 2019, 1,293 (37.3% vs. 32.6% for the fall 2018 cohort) took either MATH 1454, 1473, 1483, or MATH 1513 in their first year. Of the 2,094 (60.5%) placing in college level math upon entrance, 1,019 (48.7%) took one of these college level math courses, with 720 (70.7%) passing with a C or better. Of the 324 (9.4%) who placed into co-requisite math, 171 (52.8%) passed with a C or better. Of the 770 (22.3%) who tested into developmental math at any level, 89 (11.6%) took one of these college level math courses, with 66 (74.2%) 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 2018, 31.2% of our first-time entering cohort came in college-ready across all math, writing, and reading. This was down slightly from Fall 2017 (32.6%). However, we saw a dramatic increase in the Fall 2019 cohort with 40.2% placing college level in everything. Of the Fall 2018 cohort, 71.2% placed college-level in reading, 62.5% in writing, and 36.8% in math. For the Fall 2019 cohort, 65.9% placed college-level in reading, 56.7% in writing, and 60.5% in math. This dramatic change in math is primarily due to the addition of high school GPA as a primary placement

tool for academic year 2019-20. Writing has added high school GPA as a placement tool for academic year 2020-21, and reading is continuing to discuss the data.

Additional analyses show that for math, adding high school GPA for a placement measure makes a dramatic difference in the percentage of new to TCC students placing into college level math (40.4% without using HS GPA vs. 63.4% using HS GPA). The differences are seen within specific groups as well: first-time in college students placing in college level math (35.7% without using GPA vs. 60.9% using HS GPA), transfer in students (55.8% without vs. 71.4% with), male students (45.5% vs. 62.8%), female students (36.9% vs. 63.8%), Hispanic/Latinx students of any race (30.6% vs. 58.3%), American Indian or Alaska Native students (40.0% vs. 61.8%), Asian students (43.9% vs. 75.7%), Black or African American students (19.1% vs. 37.4%), and White students (46.1% vs. 68.1%). It should be noted that while Black or African American students are not placing at the college level as often as other students, we did see positive impact of the use of HS GPA on placement across the board for these students. As mentioned above, college level placement increased from 19.1% to 37.4%, and co-requisite math placement dropped slightly from 11.7% to 9.4%. However, Math Foundations II placement increased from 6.7% to 17.4%, with a corresponding drop in placement into Math Foundations I, which decreased from 29.7% to 18.3%. These data indicate that the addition of high school GPA to the placement scheme has helped increase placement into higher levels, thus reducing the developmental load many of our students must complete to move into college level math. It should be noted that along with this change in placement we saw no dramatic change in success in our math courses from AY 18-19 to AY 19-20 fluctuated normally, especially given the impact of COVID-19 on spring 2020 course success rates. MATH 1513 saw a small increase in success (68.5% to 69.4%), and MATH 1473 saw a slight decrease (72.5% to 71.3%). Success in the co-requisite courses saw a slight decrease (70.2% to 69.4%). And, success in our lowest level developmental course saw an increase (45.0% to 50.0%). However, our second level developmental math course saw a dramatic decrease (66.5% to 53.4%). The developmental education committee is examining possible reasons for this drop in course success.

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 2019-2020 academic year, the discussion began in fall with looking at placement data to see if more changes were necessary to our placement scheme as well as proposing changes to student support services for developmental education as well as other policies and procedures to help ensure student success in this area. In Spring 2020, the conversation pivoted to responding to COVID-19 restrictions changing the ability to provide placement testing in the traditional manner. Discussions around temporary placement measures (e.g., GED scores) and how to best get students enrolled for summer and fall, given the new restrictions, became the primary focus. In Spring 2020, we expect to spend time analyzing data regarding these temporary placement measures and other procedural changes.

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 Affairs also collect, analyze, and report data to determine the extent to which students acquire these same attributes through co-curricular activities or student services that align with the ILOs. As explained in the approved assessment plan, academic year 2017-18 was data collection for Communication Skills (ILO #1), 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.

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.

As can be seen in Table 5, no direct assessment data were collected during academic year 2019-20. Assessment data will be collected for Personal and Social Responsibility (ILOs #3 and #4) during the 2019-20 academic year. However, every semester we collect indirect assessment data through the end-of-term course feedback surveys for all four ILOs.

Direct assessment data for ILO #2 were collected in academic year 2018-19 by departments within courses as outlined in each program's approved Program Assessment Plan. Students enrolled in courses that taught critical thinking 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. These data were examined during the 2019-20 academic year by faculty within each program. Action plans were created. These plans are discussed in Section III of this report.

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 critical skills 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?

During the 2018-19 academic year, data was collected by programs on critical thinking. In 2019-2020 faculty from each program reviewed this data. Plans were developed and are being put into action during the 2020-21 academic year. Changes that occurred during the 2019-20 academic year included changes to learning outcomes and assessment methods, as well as changes to which courses were offered within programs. The entire list of curriculum changes made during 2019-20 can be found in Appendix D. Changes to learning outcomes focused mainly on better aligning outcomes at the course, program, and institutional level. Examples of changes to assessment methods include creating common assignments or pool of assignments, developing common rubrics, and using pre and post-tests. Additionally, in response to disaggregated data that showed achievement gaps between racial/ethnic groups, departments are collaborating with TCC's Department of Diversity, Equity, and Inclusion to identify specific steps to take.

As mentioned in prior assessment reports, TCC has been undergoing the development of a new framework for general education. The new framework for TCC's General Education program was approved in April 2020. The framework more clearly articulates that part of a college curriculum shared by all students seeking a degree, regardless of major. The General Education curriculum provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic competencies. These include skills that TCC already has identified as Institutional Learning Outcomes: communication, critical thinking, personal responsibility, and social responsibility. Therefore, there is not a separate assessment for General Education outcomes/competencies.

General education at TCC may be best understood as a curriculum that provides transformative learning experiences. These experiences occur at an intersection of three long-standing sources of educational aims: the various fields of knowledge or academic disciplines (subject), the needs of the community and world (society), and the interests of students (self). The new framework emphasizes broad, integrative learning across disciplines and fulfill institutional learning outcomes; integrates high-impact practices; explains to students the purpose of these courses and the nature of their attributes; and provides credit that can be transferred or recognized as a gen ed course at other Oklahoma colleges and universities.

Early in 2020, the TCC Academic Affairs Council also approved new and revised general education attributes to be assigned to specific courses (e.g., Analytic, Diversity, Humanities, etc.) that are used to reflect the new framework and meet the goals outlined above, especially the goal of transferring credit to other colleges and universities.

Analyses and Findings

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

Following TCC's assessment timeline, the collection of direct assessment data did not occur during the 2019-20 academic year. Instead, faculty focused on reviewing and discussing the assessment data collected in 2018-19 and creating action plans. Additionally, action plans created in AY 2018-19 were implemented in 2019-20.

However, indirect assessment data was collected during the 2019-20 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 6. The data were provided at instructor level, course level, and discipline level to the Deans and Department Chairs to assist program faculty in making improvements to their curriculum. As an institution, across all courses, the average for all four ILOs is above a 4.0 on a 5-point scale. 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 6. Means and Standard Deviations for ILO Development in the Summer 2019, Fall 2019, and Spring 2020 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	***23,721***	***4.07 (1.07)***	***4.36 (0.95)***	***4.14 (1.04)***	***4.37 (0.94)***
Accounting	344	3.59 (1.16)	4.35 (0.97)	3.85 (1.10)	4.24 (1.00)
Allied Health	292	4.00 (1.05)	4.29 (0.89)	4.01 (1.02)	4.40 (0.92)
Art	219	3.92 (1.05)	4.10 (1.10)	3.81 (1.08)	4.12 (1.05)
American Sign Language	134	4.78 (0.61)	4.51 (0.77)	4.59 (0.74)	4.54 (0.78)
Astronomy	83	3.88 (1.08)	4.33 (0.87)	3.93 (1.05)	4.20 (0.85)
Aviation Sciences Technology	134	4.06 (1.07)	4.28 (1.05)	4.10 (1.08)	4.41 (0.98)
Biology	2,374	3.97 (1.08)	4.35 (0.97)	4.15 (1.03)	4.43 (0.92)
Biotechnology	28	4.39 (0.88)	4.61 (0.83)	4.14 (1.11)	4.36 (1.03)
Business	294	4.27 (0.93)	4.33 (0.94)	4.28 (0.95)	4.43 (0.90)
Chemistry	608	3.78 (1.17)	4.28 (1.04)	3.89 (1.12)	4.27 (1.03)
Child Development	377	4.29 (0.93)	4.49 (0.80)	4.45 (0.88)	4.53 (0.86)
Chinese	4	5.00 (0.00)	5.00 (0.00)	4.25 (0.96)	4.50 (1.00)
College Experience	632	4.25 (0.96)	4.20 (1.00)	4.29 (0.97)	4.33 (0.96)
Communication	816	4.56 (0.84)	4.29 (0.93)	4.26 (0.98)	4.36 (0.93)
Criminal Justice	115	4.12 (0.90)	4.58 (0.70)	4.36 (0.79)	4.37 (0.76)
Computer Science	576	3.69 (1.16)	4.14 (1.03)	3.71 (1.14)	4.24 (0.99)

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)
Computer Information Systems	202	3.91 (1.05)	4.43 (0.85)	3.76 (1.07)	4.27 (0.90)
Cardiovascular Technology	70	4.28 (0.87)	4.54 (0.81)	4.49 (0.86)	4.66 (0.74)
Digital Media	177	3.92 (1.02)	4.19 (0.95)	3.90 (1.05)	4.45 (0.90)
Dental Hygiene	233	4.58 (0.85)	4.70 (0.81)	4.70 (0.77)	4.75 (0.76)
Diagnostic Medical Sonography	140	4.49 (0.71)	4.80 (0.51)	4.56 (0.64)	4.62 (0.61)
Drafting	40	3.73 (1.30)	4.13 (1.24)	3.76 (1.20)	4.03 (1.25)
Economics	430	4.04 (1.03)	4.49 (0.82)	4.28 (0.95)	4.48 (0.85)
Electronics Technology	37	3.81 (0.98)	4.46 (0.87)	3.78 (1.00)	4.14 (0.95)
Emergency Medical Services Professional	57	4.42 (1.00)	4.58 (0.82)	4.39 (0.92)	4.58 (0.82)
English	3,143	4.21 (1.03)	4.37 (0.97)	4.09 (1.06)	4.33 (0.98)
Engineering	211	3.73 (1.13)	4.27 (0.94)	3.81 (1.10)	4.10 (0.99)
Engineering Technology	66	4.52 (0.90)	4.67 (0.77)	4.50 (0.86)	4.58 (0.82)
English as a Second Language	139	4.66 (0.74)	4.63 (0.75)	4.65 (0.74)	4.62 (0.82)
Fire and Emergency Medical Services	62	4.33 (1.03)	4.45 (1.00)	4.45 (1.00)	4.53 (0.97)
French	97	4.44 (1.05)	4.33 (0.93)	3.92 (1.05)	4.38 (0.87)
Geography	122	3.89 (1.07)	4.33 (0.90)	4.18 (1.04)	4.24 (0.95)
Geology	39	3.79 (1.06)	4.33 (0.84)	3.85 (1.14)	4.31 (0.86)
Geographic Information Systems	21	3.95 (0.94)	4.40 (0.75)	3.52 (0.75)	4.00 (0.77)
German	5	5.00 (0.00)	4.60 (0.55)	3.80 (0.84)	3.20 (1.10)
Health, Human Performance & Physical Education	84	4.24 (0.90)	4.51 (0.77)	4.49 (0.77)	4.70 (0.58)
History	1,408	3.76 (1.16)	4.12 (1.10)	3.99 (1.13)	4.19 (1.06)
Health Information Technology	225	4.17 (0.93)	4.47 (0.73)	4.24 (0.92)	4.41 (0.85)
Human Resources	73	4.53 (0.96)	4.58 (0.93)	4.42 (0.94)	4.47 (0.93)
Human Services	155	4.72 (0.62)	4.80 (0.53)	4.79 (0.61)	4.73 (0.67)
Humanities	627	4.03 (1.10)	4.24 (1.03)	4.10 (1.10)	4.19 (1.08)
Interpreter Education	29	4.59 (0.73)	4.66 (0.55)	4.76 (0.51)	4.76 (0.44)
Interior Design	55	4.42 (0.98)	4.47 (0.94)	4.27 (1.03)	4.56 (0.92)
Italian	8	4.88 (0.35)	4.38 (0.92)	4.38 (0.92)	4.38 (0.92)
Information Technologies Convergence	16	4.75 (0.45)	4.81 (0.40)	4.50 (0.82)	4.75 (0.58)
Japanese	59	4.86 (0.39)	4.56 (0.65)	4.19 (0.84)	4.44 (0.77)
Mathematics	2,601	3.79 (1.10)	4.42 (0.90)	3.91 (1.08)	4.40 (0.88)
Mass Communication	54	3.56 (1.28)	3.52 (1.33)	3.44 (1.24)	3.74 (1.18)
Medical Laboratory Technology	78	4.08 (0.85)	4.44 (0.85)	4.23 (0.94)	4.59 (0.65)
Management	70	4.39 (0.94)	4.63 (0.75)	4.29 (0.99)	4.51 (0.74)

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)
Marketing	51	4.41 (0.85)	4.61 (0.72)	4.37 (0.87)	4.51 (0.73)
Music	175	4.02 (1.01)	4.19 (1.05)	3.95 (1.07)	4.30 (1.01)
Native American Studies	37	4.22 (0.98)	4.43 (0.90)	4.46 (0.96)	4.46 (0.99)
Nursing	1,119	4.51 (0.84)	4.59 (0.78)	4.55 (0.79)	4.62 (0.74)
Occupational Therapy Assistant	76	4.33 (0.84)	4.49 (0.81)	4.47 (0.81)	4.54 (0.76)
Physical Education	9	4.22 (0.97)	4.22 (0.97)	4.44 (0.88)	4.89 (0.33)
Philosophy	183	4.04 (1.12)	4.46 (1.02)	4.16 (1.13)	4.27 (1.06)
Pharmacology Technology	26	4.42 (0.70)	4.50 (0.76)	4.62 (0.70)	4.73 (0.53)
Physical Science	114	3.78 (1.05)	4.25 (0.86)	3.89 (1.04)	4.23 (0.95)
Physical Therapist Assistant	133	4.63 (0.68)	4.78 (0.50)	4.78 (0.47)	4.83 (0.39)
Physics	332	3.74 (1.11)	4.34 (1.01)	3.78 (1.12)	4.23 (1.00)
Paralegal	49	4.12 (1.18)	4.45 (1.06)	4.14 (1.14)	4.33 (1.11)
Political Science	1,088	3.80 (1.16)	4.20 (1.04)	4.18 (1.05)	4.24 (1.00)
Psychology	1,229	4.07 (1.05)	4.33 (0.98)	4.18 (1.02)	4.32 (0.98)
Quality Technology	14	4.00 (1.04)	4.43 (1.28)	3.79 (1.05)	4.29 (1.33)
Radiography	94	4.36 (0.94)	4.61 (0.83)	4.45 (0.93)	4.61 (0.83)
Religious Studies	44	4.34 (0.68)	4.52 (0.66)	4.16 (0.75)	4.52 (0.63)
Respiratory Care	215	4.34 (0.89)	4.47 (0.91)	4.31 (0.93)	4.38 (0.90)
Russian	5	5.00 (0.00)	5.00 (0.00)	4.40 (0.89)	4.80 (0.45)
Sociology	373	4.17 (0.95)	4.46 (0.87)	4.49 (0.83)	4.41 (0.83)
Spanish	223	4.67 (0.72)	4.43 (0.93)	4.18 (1.00)	4.40 (0.92)
Theatre	132	4.33 (0.83)	4.35 (0.80)	4.25 (0.84)	4.39 (0.83)
Veterinary Technology	137	4.23 (0.93)	4.63 (0.73)	4.51 (0.76)	4.62 (0.77)

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

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

As part of our strategic planning and pathways work, the Institutional Research & Assessment office conducts annual data analysis that examines progress of our first-time entering, credential seeking cohorts. This analysis includes calculating 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 60.2% for the Fall 2019 first-time, full-time cohort, down slightly from 62.1% for the Fall 2018 cohort, which was

up from 57.0% for the Fall 2017 cohort. First-year remediation success rate (percent of cohort who completed developmental requirements in their first year) dropped a bit for Fall 2019 compared to Fall 2018 which was up almost 13% from Fall 2017 (26.7% vs. 33.1% vs. 20.4%). In the Fall 2019 first-time, full-time cohort, 35.0% completed at least 24 college credits within their first year. This is compared to 36.4% for Fall 2018 students. The three-year graduation rate for first-time, full-time students in the Fall 2017 cohort was 23.2%, up from 19.3% for Fall 2016 cohort students. Three-year success rate (percent of first-time, full-time cohort who graduates from TCC and/or transfers to a four-year institution within three years) for the Fall 2017 cohort was 42.0%, up from 36.0% for the Fall 2016 cohort. Much of our student success leading and lagging indicators have been disaggregated by gender and/or race/ethnicity for multiple studies throughout the institution. This data analysis is being used by our departments and our Diversity, Equity, and Inclusion department to design other programs and initiatives across the institution.

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

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

As outlined above, direct assessment data was collected for our ILO #2: Critical Thinking during the 2018-19 academic year. During the 2019-20 academic year, faculty created action plans based on these data results. They are also implementing the changes they decided on while reviewing data on communication skills (ILO #1) during the 2017-18 academic year.

Many departments, including those that administer general education courses, viewed course-level data that were disaggregated by race and ethnicity. Based on these data, many action plans included an intentional partnership with TCC's Office of Diversity, Equity, and Inclusion to address equity gaps that were found.

Data collected during the 2018-19 academic year were focused on critical thinking. The data were discussed during the 2019-20 academic year, and action plans were developed. The changes are being implemented this year and are very decentralized – faculty at an individual level and discipline level made these decisions. Some examples of changes include creating parameters around the type of assessment tools to use, creating common rubrics, and utilizing pre- and post-tests.

In addition, as mentioned above, we have a General Education Committee under the guidance of our General Education Coordinator (a faculty member with reassigned time dedicated to general education program work). This committee has been working on streamlining our general education

requirements and offerings to align better with our university transfer partners and workforce needs.

Changes made to overall program curriculum (course suppression, deletion, or addition) have been proposed throughout the year based some of the assessment work being done within the departments.

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 2018-19 academic year, data were reported for ILO #2 (Critical Thinking). According to our assessment schedule, the 2019-2020 academic year was focused on data analysis and implementation plans. Due to this, there is no assessment data to report in table format. Instead, in other sections, there will be detailed information about the results of faculty discussing and analyzing their program assessment data, as well as instructional changes that have been planned in the programs because of outcome assessment.

However, 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 7. TCC's overall licensure pass rate was down slightly for the 2019-20 academic year (83.9%) compared to the previous academic year (89.0%). Given that many of these students would have been attempting to complete their licensure exams after the COVID-19 pandemic began, this drop is not surprising.

Table 7. Third-Party Exam Results for TCC Students during the 2019-20 Academic Year.

Program	School	Pass	Total	% Pass Rate
Aviation	Engineering, Aviation & Public Service	25	26	96.2%
Cardiovascular Technology	Allied Health	7	11	63.6%
Child Development	Child Development & Education			Not available
Dental Hygiene - Written (national)	Allied Health	15	15	100.0%
Dental Hygiene - WREB (state - clinical)	Allied Health			COVID delayed
Dental Hygiene - State (Oklahoma Jurisprudence)	Allied Health	14	14	100.0%
Diagnostic Medical Sonography	Allied Health	26	26	100.0%
Digital Media - Adobe	Visual & Performing Arts	25	35	71.4%
Emergency Medical Technician	Engineering, Aviation & Public Service	52	66	78.8%

Program	School	Pass	Total	% Pass Rate
Health Information Technology	Allied Health	6	6	100.0%
Medical Laboratory Technology	Allied Health	14	15	93.3%
Nursing	Nursing	150	177	84.8%
Occupational Therapy Assistant	Allied Health	11	11	100.0%
Paralegal	Business & Information Technology			Not available
Paramedic - Cognitive Exam	Engineering, Aviation & Public Service	8	10	80.0%
Paramedic- Psychomotor Exam	Engineering, Aviation & Public Service	10	10	100.0%
Pharmacy Technology	Allied Health	8	15	53.3%
Physical Therapist Assistant	Allied Health	21	24	87.5%
Radiography Technology	Allied Health	12	20	60.0%
Respiratory Therapy	Allied Health	19	23	82.6%
Veterinary Technology	Allied Health			Not available
Overall TCC Pass Rate		**423**	**504**	**83.9%**

During the 2019-20 academic year, a total of 2,803 degrees and certificates were awarded, up from 2,781 in 2018-19. These awards are broken down by program in Table 8 below.

Table 8. Graduates by Major for 2019-20.

School	Program Code	Program Description	Summer 2019	Fall 2019	Spring 2020	Total
Total			**611**	**976**	**1,216**	**2,803**
Allied Health	AAS_CVS_CVTC	AAS Cardiovascular Technology			11	**11**
Allied Health	AAS_DHG_DHYG	AAS Dental Hygiene			14	**14**
Allied Health	AAS_DMS_DMSA	AAS Diagnostic Med Sonography			9	**9**
Allied Health	AAS_HIT_HIMR	AAS Health Information Tech	12	3		**15**
Allied Health	AAS_MLT_MLTC	AAS Medical Laboratory Tech	19			**19**
Allied Health	AAS_OTA_OCTA	AAS Occupational Therapy Asst	1		10	**11**
Allied Health	AAS_PTA_PTHA	AAS Physical Therapist Assist	25	1		**26**
Allied Health	AAS_RAD_RADT	AAS Radiography			27	**27**
Allied Health	AAS_RSP_RESP	AAS Respiratory Care		1	26	**27**
Allied Health	AAS_VET_VETT	AAS Veterinary Technology	1			**1**
Allied Health	CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	14	1		**15**
Allied Health	CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	9	13		**22**
Allied Health	CER_PHT_PHTC	CER Pharmacy Technology		12	6	**18**
Business & Information Technology	AA_PLG_PALG	AA Paralegal Studies	5	3		**8**
Business & Information Technology	AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec		2	4	**6**
Business & Information Technology	AAS_ACC_ACSS	AAS Acct Assoc: Software Spec	1	2	1	**4**
Business & Information Technology	AAS_BUS_BADC	AAS Busn: Admin Careers	2	1		**3**
Business & Information Technology	AAS_BUS_BHCO	AAS Busn: Healthcare Bus Ops		1		**1**
Business & Information Technology	AAS_BUS_BHRE	AAS Business: Human Resources	1	5	6	**12**

School	Program Code	Program Description	Summer 2019	Fall 2019	Spring 2020	Total
Business & Information Technology	AAS_BUS_BMGT	AAS Business: Management			8	**8**
Business & Information Technology	AAS_BUS_BMKT	AAS Business: Marketing		1	5	**6**
Business & Information Technology	AAS_BUS_BUSN	AAS Business	2			**2**
Business & Information Technology	AAS_CIS_CSCN	AAS IT: Networking/Cloud Comp		3	3	**6**
Business & Information Technology	AAS_CIS_CSIT	AAS IT: Information Technology	2	5	7	**14**
Business & Information Technology	AAS_CIS_CSPR	AAS IT: Programming		3	1	**4**
Business & Information Technology	AAS_CIS_CSSS	AAS IT: Systems Support Tech			3	**3**
Business & Information Technology	AAS_CIS_CSWD	AAS IT: Web Development			1	**1**
Business & Information Technology	AAS_CIS_CSWM	AAS IT: Website Management		1	1	**2**
Business & Information Technology	AAS_MGT_MNGT	AAS Management	1			**1**
Business & Information Technology	AAS_PLG_PLEG	AAS Paralegal	3	1	1	**5**
Business & Information Technology	AS_BUS_ACCT	AS Business: Accounting	8	2		**10**
Business & Information Technology	AS_BUS_BADM	AS Business Administration	64	108	133	**305**
Business & Information Technology	AS_BUS_MGMT	AS Business: Management	3			**3**
Business & Information Technology	AS_BUS_MIS	AS Business: Mgmt Info Systems	3			**3**
Business & Information Technology	AS_CIS_CISA	AS Computer Info Systems	8	20	31	**59**
Business & Information Technology	AS_ENT_EDST	AS Enterprise Development	68	120	118	**306**
Business & Information Technology	AS_ENT_EDST	AS Enterprise Development	1			**1**
Business & Information Technology	AS_INB_INBU	AS International Business		3	1	**4**
Business & Information Technology	AS_MKT_MKTS	AS Marketing	2	6	10	**18**
Business & Information Technology	CER_ACC_ACIT	CER Acct: Income Tax Spec	1	1	4	**6**
Business & Information Technology	CER_ACC_ACPA	CER Acct: Payroll Admin Spec	1	1	6	**8**
Business & Information Technology	CER_ACC_ACSA	CER Acct: Acct Software Spec		1	1	**2**
Business & Information Technology	CER_ACC_ACSP	CER Acct: Acct Specialist			3	**3**
Business & Information Technology	CER_ACC_ACTA	CER Acct: Acct Assistant		1	1	**2**
Business & Information Technology	CER_BUS_BDMC	CER Business		1	1	**2**
Business & Information Technology	CER_CIS_BCUC	CER Business Computer User	55	8	40	**103**
Business & Information Technology	CER_CIS_CSBS	CER IT: Business Appl Spec				
Business & Information Technology	CER_CIS_CSLC	CER IT: Networking/Cloud Compu			1	**1**
Business & Information Technology	CER_CIS_CSPC	CER IT: Programming		1		**1**
Business & Information Technology	CER_CIS_CWDC	CER IT: Web Development		1		**1**
Business & Information Technology	CER_HR_HRCE	CER Human Resources		3	2	**5**
Business & Information Technology	CER_PRM_PRMC	CER Project Management		2	3	**5**
Engineering, Aviation & Public Services	AA_EDU_EDUC	AA Pre-Education: Elementary	4	11	16	**31**
Engineering, Aviation & Public Services	AA_SOC_CRJT	AA Social Science: Cr Justice	11	13	23	**47**
Engineering, Aviation & Public Services	AAS_AVS_AIRT	AAS Aviation Sciences: ATC	2	2	3	**7**
Engineering, Aviation & Public Services	AAS_AVS_AVMG	AAS Aviation Sci: Management	1	2	1	**4**
Engineering, Aviation & Public Services	AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot	1	1	1	**3**
Engineering, Aviation & Public Services	AAS_CHD_CDED	AAS Child Dev: Early Childhood	4	2	9	**15**
Engineering, Aviation & Public Services	AAS_CHD_CDIT	AAS Child Dev: Infant/Toddler	1	1		**2**
Engineering, Aviation & Public	AAS_ELE_ELBM	AAS ELET: Biomed Equipment			1	**1**

School	Program Code	Program Description	Summer 2019	Fall 2019	Spring 2020	Total
Services						
Engineering, Aviation & Public Services	AAS_ELE_ELET	AAS ELET: Elect Technologist			5	**5**
Engineering, Aviation & Public Services	AAS_ELE_ELST	AAS ELET: Elect Substation			2	**2**
Engineering, Aviation & Public Services	AAS_ENG_DRAF	AAS Engr Tech: Draft & Design	2		6	**8**
Engineering, Aviation & Public Services	AAS_ENG_MANU	AAS Engr Tech: Manufacturing		2		**2**
Engineering, Aviation & Public Services	AAS_FEM_FEMS	AAS Fire/Emerg Med Svcs Tech	4	8	4	**16**
Engineering, Aviation & Public Services	AAS_HSP_PARA	AAS Healthcare Spec/Paramedic	1	6	2	**9**
Engineering, Aviation & Public Services	AAS_HSV_HSVA	AAS Human Services	1	3	2	**6**
Engineering, Aviation & Public Services	AS_CHD_CDCF	AS Child Dev: Family/Community	1		2	**3**
Engineering, Aviation & Public Services	AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	3		6	**9**
Engineering, Aviation & Public Services	AS_CHD_ECEO	AS Child Dev: Early Chd Ed_OU	11	6	8	**25**
Engineering, Aviation & Public Services	AS_EGR_ENCP	AS Computer Engineering	2	4	4	**10**
Engineering, Aviation & Public Services	AS_EGR_ENEE	AS Electrical Engineering	4	2	3	**9**
Engineering, Aviation & Public Services	AS_EGR_ENEL	AS Engineer: Elect Eng Tech			4	**4**
Engineering, Aviation & Public Services	AS_EGR_ENGR	AS Engineering	1	1	3	**5**
Engineering, Aviation & Public Services	AS_EGR_ENMC	AS Engineering: Mech Engr	19	15	23	**57**
Engineering, Aviation & Public Services	AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs		1	1	**2**
Engineering, Aviation & Public Services	AS_HSV_HSSW	AS Human Serv: PreSocial Work	6	9	7	**22**
Engineering, Aviation & Public Services	CER_AIR_AIRD	CER Aircraft Dispatch	2	1	1	**4**
Engineering, Aviation & Public Services	CER_CHD_CDCM	CER Child Dev: Cert of Mastery	18	18	23	**59**
Engineering, Aviation & Public Services	CER_CHD_CDEC	CER Child Dev: Early Child COM	1			**1**
Engineering, Aviation & Public Services	CER_CHD_CDSM	CER Child Dev: School Age Mast	1			**1**
Engineering, Aviation & Public Services	CER_DRF_DRCA	CER Draft & Design Eng Tech	1	2	5	**8**
Engineering, Aviation & Public Services	CER_ELE_ELBC	CER Electronics Tech: Biomed			1	**1**
Engineering, Aviation & Public Services	CER_ELE_ELEC	CER Electronics Technician		3	2	**5**
Engineering, Aviation & Public Services	CER_ELE_ELSC	CER Elec Tech Elect Substation		2		**2**
Engineering, Aviation & Public Services	CER_ENG_ACAD	CER ENGT: AutoCAD Pro				
Engineering, Aviation & Public Services	CER_FEM_FEMC	CER Fire/Emergency Medic Svcs			1	**1**
Engineering, Aviation & Public Services	CER_FEM_FIRF	CER Advanced Firefighter		1		**1**
Engineering, Aviation & Public Services	CER_HSP_AEMT	CER Advanced EMT				
Engineering, Aviation & Public Services	CER_HSP_PARC	CER Healthcare Spec/Paramedic				

School	Program Code	Program Description	Summer 2019	Fall 2019	Spring 2020	Total
Engineering, Aviation & Public Services	CER_HSV_HSDS	CER Human Serv: Direct Support	3			**3**
Engineering, Aviation & Public Services	CER_HT_HTLS	CER Hort Tech: Landscape Spec	7			**7**
Engineering, Aviation & Public Services	CER_MPT_MPRO	CER Manufacturing Prod Tech I				
Engineering, Aviation & Public Services	CER_MPT_MPTC	CER Manufacturing Prod Tech II				
Engineering, Aviation & Public Services	CER_QCT_QCTC	CER Quality Technology		1		**1**
Liberal Arts & Communication	AA_ASL_ASLD	AA ASL: Services to the Deaf			2	**2**
Liberal Arts & Communication	AA_ASL_ASLE	AA ASL: Deaf Education			2	**2**
Liberal Arts & Communication	AA_ASL_ASLI	AA ASL: Interpreter Education	1	2		**3**
Liberal Arts & Communication	AA_ASL_ASLS	AA ASL: ASL Studies				
Liberal Arts & Communication	AA_COM_COMM	AA Comm Arts: Communication			1	**1**
Liberal Arts & Communication	AA_COM_ENGL	AA Communications: English		2	1	**3**
Liberal Arts & Communication	AA_ENG_ENGL	AA English	1	4	11	**16**
Liberal Arts & Communication	AA_ENT_EDGS	AA Enterprise Dev: Gen Studies	12	9	4	**25**
Liberal Arts & Communication	AA_LAN_FREN	AA World Languages: French		1		**1**
Liberal Arts & Communication	AA_LAN_JAPN	AA World Languages: Japanese		2	3	**5**
Liberal Arts & Communication	AA_LAN_SPAN	AA World Languages: Spanish	2	6	4	**12**
Liberal Arts & Communication	AA_LAR_LANA	AA Liberal Arts: Native Amer			1	**1**
Liberal Arts & Communication	AA_LAR_LART	AA Liberal Arts	44	124	140	**308**
Liberal Arts & Communication	AA_SOC_HIST	AA Social Science: History	4	5	12	**21**
Liberal Arts & Communication	AA_SOC_POSC	AA Social Science: Pol Sci	1	2	4	**7**
Liberal Arts & Communication	AA_SOC_PSYC	AA Social Science: Psychology	20	36	53	**109**
Liberal Arts & Communication	AA_SOC_SOCI	AA Social Science: Sociology	2	4	5	**11**
Liberal Arts & Communication	AAS_HSV_HSFS	AAS Human Serv: Family Studies		1		**1**
Liberal Arts & Communication	CER_ASL_INTC	CER Interpreter Education		1	1	**2**
Liberal Arts & Communication	CER_LAN_FREC	CER World Languages: French		1		**1**
Liberal Arts & Communication	CER_LAN_JPNC	CER World Languages: Japanese			1	**1**
Liberal Arts & Communication	CER_LAN_SPNC	CER World Languages: Spanish	2			**2**
Liberal Arts & Communication	CER_LAN_SPNI	CER World Languages: Span Int	2	2		**4**
Liberal Arts & Communication	CER_LAN_SPNT	CER World Languages: Span Tran		3	1	**4**
Nursing	AAS_NUR_NURS	AAS Nursing		137	41	**178**
Science & Mathematics	AS_BIO_BIOT	AS Biotechnology	1	7	5	**13**
Science & Mathematics	AS_ENV_ENVS	AS Environ Sci/Nat Resources	3	5	3	**11**
Science & Mathematics	AS_HHP_HHPF	AS Health/Human Performance		1	1	**2**
Science & Mathematics	AS_HHP_HHPH	AS Health/Human Perf/Phys Ed		1	3	**4**
Science & Mathematics	AS_HHP_PEDU	AS Health/Human Perf/Phys Educ		1	2	**3**
Science & Mathematics	AS_HSC_PRNU	AS: Pre-Nursing	42	68	103	**213**
Science & Mathematics	AS_MTH_MATH	AS Mathematics	6	12	18	**36**
Science & Mathematics	AS_NSC_NTSC	AS Nutritional Sciences		3	3	3
Science & Mathematics	AS_NSC_NUAH	AS Nutr Sci: Allied Health			1	**1**
Science & Mathematics	AS_NSC_NUDT	AS Nutr Sci: Dietetics			1	**1**
Science & Mathematics	AS_PPH_PPHM	AS Pre_Pharmacy	2	1	5	**8**

School	Program Code	Program Description	Summer 2019	Fall 2019	Spring 2020	Total
Science & Mathematics	AS_PRE_PDMO	AS Pre-Hlth Sci: Dent/Med/Opt	7	15	11	**33**
Science & Mathematics	AS_PRE_PMIM	AS Pre-Health Sci: Med Imaging	1	3	8	**12**
Science & Mathematics	AS_PRE_POCT	AS Pre-Health Sci: Occ Therapy	1		1	**2**
Science & Mathematics	AS_PRE_PPHT	AS Pre-Hlth: Physical Therapy	1	3	2	**6**
Science & Mathematics	AS_PRE_PPVM	AS Pre-Health Sci: Pre-Vet Med	2	4	3	**9**
Science & Mathematics	AS_SCI_BIOL	AS Biology	8	20	38	**66**
Science & Mathematics	AS_SCI_CHEM	AS Chemistry	3	2	3	**8**
Science & Mathematics	AS_SCI_GEOL	AS Geology	1		2	**3**
Science & Mathematics	AS_SCI_PHYS	AS Physics	3	3	4	**10**
Science & Mathematics	CER_BIO_BIOC	CER Biotechnology		7	3	**10**
Science & Mathematics	CER_GIS_GIS	CER Geographic Info Systems	2	1		**3**
Visual & Performing Arts	AA_ART_ART	AA Art	5	5	7	**17**
Visual & Performing Arts	AA_COM_JEBR	AA Comm: Electronic/Broadcast		3	6	**9**
Visual & Performing Arts	AA_COM_JSCO	AA Comm: Strategic Comm	1			**1**
Visual & Performing Arts	AA_LAR_LAFM	AA Liberal Arts: Film Emphasis		1		**1**
Visual & Performing Arts	AA_MUS_MUSC	AA Music	1	1	5	**7**
Visual & Performing Arts	AA_THE_THEA	AA: Theatre	3	2	6	**11**
Visual & Performing Arts	AAS_DGM_DGMD	AAS Digital Media		8	6	**14**
Visual & Performing Arts	AAS_IND_INTD	AAS Interior Design			10	**10**
Visual & Performing Arts	CER_DGM_DGMC	CER Digital Media		2	1	**3**

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. All but one degree program reported at least 70% of students meeting the designated success criteria. Approximately 85% of programs had a success rate of 80% or higher. There are a few programs that are still developing their program assessment plans due to the nature of their program (i.e. not having a capstone course or unique classes that differentiate certain programs), but almost 90% of programs were able to report learning outcomes assessment data from the 2018-19 academic year.

The review and analysis of the assessment data are decentralized – faculty in each discipline conduct this process and make decisions on implementation plans. Some examples of analyses and findings from assessment results include identifying assessment measures with a low student participation rate, questioning the rigor of assessment tools that frequently resulted in extremely high success rates, and recognizing equity gaps shown in disaggregated data.

We will have data on program learning outcomes related to personal and social responsibility to report in the 2020-21 assessment report.

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

Faculty developed action plans based on the assessment data that were collected in the 2018-19 academic year. These data are connected to TCC's ILO #2: Critical Thinking. Faculty are currently implementing the changes they agreed upon last year. Below are some examples of changes that are being implemented based on the results of the assessment data:

- American Sign Language will be training adjuncts on retention strategies, including ways to incorporate the "why" in each assignment. The department will also be making changes to degree options with a proposal in October 2020. Additionally, they will be rewriting course-level learning outcomes to better align with TCC's ILOs.
- Art will review all core curriculum CLOs to make sure they support the program-level learning outcomes as well as TCC's ILOs.
- Communication Arts & Technologies will incorporate pre-testing into appropriate courses. They will also create a pool of appropriate assessment tools. Assessment data has prompted them to study the differences in online and face-to-face teaching and assessment methods and make appropriate changes to teaching methods and selection of assessment tools. Additionally, they will increase outreach to 4-year programs and the professional community.
- Criminal Justice will develop in-class projects and exercises that more appropriately support learning outcomes. Examples include case briefings and research assignments that will showcase critical thinking skills.
- Psychology developed a new course-level learning outcome related to developmental for their Intro course. They will also develop a variety of appropriate assessments for learning outcomes in order to provide direction for adjuncts.
- To better serve program assessment, Accounting will focus efforts on specific courses that have more accounting majors (ACCT 2313 and 2363) rather than business majors
- Cardiovascular Technology will add simulation exercises to better prepare students with hands on experience and equipment prior to clinical assignments.
- Diagnostic Medical Sonography will increase assessment of students' scanning abilities in vascular competencies.
- Electronics will invite industry speakers at multiple points in the program to address workforce safety, and will use cooperative learning practices to assess this.
- Health Information Technology will broaden the focus of utilization review concepts, such as including a variety of case students and adding more practice scenarios.
- Human Services will focus on identifying specific assignments to support learning outcomes.
- Information Technology will change the courses used to assess the program – remove Data Structures and focus on C++/C courses.
- Occupational Therapy Assistant will integrate real-life and simulation of patient treatment planning and intervention into every semester. Additionally, rubrics will be created to support assignments.
- Based on a low pass rate of an introductory course, Radiography will evaluate course entry academic requirements for their program.
- Biology will create a common assessment tool or tool options, and collaborate with TCC's Department of Diversity, Equity, and Inclusion.

- Chemistry will develop a standard assessment tool for more learning outcomes.
- Math will develop a common derivative test for MATH 2114.
- Nutrition will transition to open educational resources in Fall 2021 and will adapt assessment procedures appropriately.
- Pre-Nursing will provide a professional development plan for part-time faculty specifically on the scaffolding technique.
- Pre-Professional Health Sciences will physically tour students in the math and science tutor center to highlight it as a resource for them
- Additionally, many departments viewed course-level data that was disaggregate by race and ethnicity. Based on this data, many action plans included an intentional partnership with TCC's Office of Diversity, Equity, and Inclusion.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

End-of-term surveys were administered via Blackboard to all students in all courses each semester. Surveys were launched at the 75% of part of term mark, and closed at the 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 surveys for the 2018-19 graduates and exit surveys for those who applied for graduation during the 2019-20 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 2018-19 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.

Near the end of the spring of 2020, we administered an online survey to students asking them about our response to COVID-19 during the spring semester. Students who completed the survey were entered into a drawing for a $50 gift card to QuikTrip. We had over 50% response rate on this survey. Additionally, in the summer of 2020, we administered an online survey on our institutional response to COVID-19. This survey was adapted from a national survey provided by the HEDS Consortium. While this survey did not technically occur during the time

period covered by this report, the respondents were asked to reflect on the spring 2020 semester, thus we find it relevant for this report.

Given that most other surveys administered at TCC are done so in the spring semester, few other surveys were administered due to COVID-19. Results are discussed below for these surveys as well as the TRiO mid and end-year surveys as well as a dual credit student survey.

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. 23,721 surveys were completed for the 2019-20 academic year. The means and standard deviations for these survey questions are found in Table 9 below. The data is combined for the institution as a whole, and then separated by discipline. Deans were provided the individual and aggregated data for all faculty and courses within their academic school. They shared the data with Department Chairs and Program Directors/Coordinators. Overall, students rated courses and instructors highly; most averages are above a 4.00 on a five-point scale.

Table 9. End-of-term Course Feedback Survey Course/Instructor Evaluation Results for AY 2019-20.

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	***23,721***	***4.18 (1.06)***	***4.46 (1.04)***	***4.45 (1.09)***
Accounting	344	4.48 (0.81)	4.22 (1.26)	4.30 (1.16)
Allied Health	292	4.05 (1.07)	4.53 (1.01)	4.54 (0.98)
Art	219	3.79 (1.21)	4.26 (1.13)	4.38 (1.14)
American Sign Language	134	4.49 (0.86)	4.57 (0.84)	4.75 (0.69)
Astronomy	83	4.25 (0.79)	4.65 (0.61)	4.63 (0.71)
Aviation Sciences Technology	134	4.12 (1.12)	4.54 (1.02)	4.54 (1.09)
Biology	2,374	4.30 (0.99)	4.45 (1.08)	4.46 (1.12)
Biotechnology	28	4.50 (0.92)	4.50 (0.96)	4.61 (1.07)
Business	294	3.98 (1.06)	4.46 (0.99)	4.52 (0.95)
Chemistry	608	4.65 (0.73)	4.20 (1.22)	4.09 (1.38)
Child Development	377	4.06 (1.07)	4.52 (1.02)	4.47 (1.11)
Chinese	4	5.00 (0.00)	4.75 (0.50)	5.00 (0.00)
College Experience	632	2.92 (1.34)	4.60 (0.83)	4.67 (0.83)

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)
Communication	816	3.97 (1.10)	4.47 (1.03)	4.50 (1.06)
Criminal Justice	115	3.89 (1.17)	4.55 (0.69)	4.60 (0.76)
Computer Science	576	3.92 (1.19)	4.36 (1.08)	4.47 (1.04)
Computer Information Systems	202	4.32 (0.95)	4.40 (1.11)	4.44 (1.11)
Cardiovascular Technology	70	4.43 (0.86)	4.50 (0.91)	4.52 (0.92)
Digital Media	177	4.06 (1.13)	4.23 (1.17)	4.24 (1.27)
Dental Hygiene	233	4.64 (0.85)	4.62 (1.02)	4.57 (0.97)
Diagnostic Medical Sonography	140	4.67 (0.76)	4.79 (0.58)	4.79 (0.61)
Drafting	40	3.87 (1.36)	4.25 (1.24)	4.20 (1.30)
Economics	430	4.25 (0.97)	4.62 (0.88)	4.66 (0.89)
Electronics Technology	37	4.51 (0.61)	4.54 (0.99)	4.70 (0.85)
Emergency Medical Services Professional	57	4.61 (0.80)	4.53 (1.07)	4.60 (1.07)
English	3,143	4.15 (1.04)	4.40 (1.09)	4.32 (1.20)
Engineering	211	3.99 (1.14)	4.35 (0.99)	4.42 (0.97)
Engineering Technology	66	4.18 (0.98)	4.71 (0.78)	4.82 (0.72)
English as a Second Language	139	4.60 (0.75)	4.72 (0.74)	4.65 (0.93)
Fire and Emergency Medical Services	62	4.28 (1.02)	4.60 (1.08)	4.52 (1.14)
French	97	4.52 (0.86)	4.69 (0.82)	4.70 (0.91)
Geography	122	4.20 (1.00)	4.48 (1.08)	4.54 (1.03)
Geology	39	4.18 (0.98)	4.92 (0.27)	4.82 (0.45)
Geographic Information Systems	21	4.48 (0.81)	4.19 (1.21)	4.38 (1.16)
German	5	4.80 (0.45)	5.00 (0.00)	5.00 (0.00)
Health, Human Performance & Physical Education	84	4.00 (0.94)	4.63 (0.89)	4.75 (0.71)
History	1,408	4.01 (1.09)	4.33 (1.13)	4.24 (1.25)
Health Information Technology	225	4.25 (1.01)	4.63 (0.80)	4.69 (0.71)
Human Resources	73	4.38 (1.04)	4.79 (0.82)	4.81 (0.81)
Human Services	155	4.34 (0.95)	4.73 (0.73)	4.83 (0.60)
Humanities	627	3.86 (1.14)	4.34 (1.17)	4.40 (1.16)
Interpreter Education	29	4.62 (0.73)	4.45 (1.06)	4.69 (0.71)
Interior Design	55	4.42 (0.91)	4.49 (1.03)	4.58 (0.92)
Italian	8	5.00 (0.00)	5.00 (0.00)	5.00 (0.00)
Information Technologies Convergence	16	4.69 (0.79)	4.81 (0.40)	5.00 (0.00)
Japanese	59	4.51 (0.73)	4.71 (0.56)	4.85 (0.45)
Mathematics	2,601	4.39 (0.93)	4.56 (0.94)	4.51 (1.03)
Mass Communication	54	3.15 (1.47)	3.53 (1.42)	3.52 (1.65)

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)
Medical Laboratory Technology	78	4.38 (0.87)	4.23 (1.30)	4.21 (1.27)
Management	70	4.29 (1.14)	4.67 (0.79)	4.64 (0.92)
Marketing	51	3.92 (1.06)	4.73 (0.67)	4.73 (0.80)
Music	175	3.97 (1.10)	4.57 (0.89)	4.61 (0.89)
Native American Studies	37	3.84 (1.17)	4.70 (0.78)	4.84 (0.69)
Nursing	1,119	4.56 (0.82)	4.58 (0.89)	4.57 (0.92)
Occupational Therapy Assistant	76	4.26 (0.90)	4.14 (1.07)	4.38 (0.91)
Physical Education	9	3.56 (1.33)	4.89 (0.33)	5.00 (0.00)
Philosophy	183	4.04 (1.11)	4.32 (1.07)	4.32 (1.25)
Pharmacology Technology	26	4.54 (0.65)	4.43 (0.73)	4.68 (0.69)
Physical Science	114	4.10 (0.99)	4.45 (0.99)	4.26 (1.17)
Physical Therapist Assistant	133	4.58 (0.75)	4.86 (0.46)	4.82 (0.58)
Physics	332	4.55 (0.83)	4.29 (1.17)	4.15 (1.35)
Paralegal	49	4.45 (0.89)	4.47 (0.89)	4.54 (0.94)
Political Science	1,088	4.09 (1.04)	4.28 (1.14)	4.23 (1.22)
Psychology	1,229	3.96 (1.12)	4.39 (1.11)	4.44 (1.12)
Quality Technology	14	3.93 (0.92)	4.36 (1.34)	4.50 (1.16)
Radiography	94	4.17 (1.15)	4.63 (0.99)	4.65 (0.96)
Religious Studies	44	4.34 (0.86)	4.64 (0.65)	4.61 (0.75)
Respiratory Care	215	4.41 (0.94)	4.30 (1.10)	4.38 (1.18)
Russian	5	5.00 (0.00)	5.00 (0.00)	5.00 (0.00)
Sociology	373	4.03 (1.03)	4.57 (0.94)	4.61 (0.85)
Spanish	223	4.33 (0.90)	4.69 (0.82)	4.73 (0.81)
Theatre	132	3.68 (1.23)	4.79 (0.48)	4.84 (0.41)
Veterinary Technology	137	4.57 (0.73)	4.50 (0.99)	4.58 (0.93)

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 2,646 surveys distributed, 397 were returned. yielding a 15.0% response rate.
2,951 degrees and certificates were awarded to 2,646 individuals during the 2018-2019 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: 69.3% were a university transfer degree (AA or AS); and 30.7% were a workforce development credentials (AAS or certificate). A summary of the results is 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 – 71.8%
  - Oral communication – 68.3%
  - Interpersonal interactions – 68.5%
  - Critical thinking – 77.8%
  - Problem solving – 76.3%
  - Quantitative reasoning – 71.8%
  - Teamwork or collaboration – 69.8%
  - Personal responsibility – 79.8%
  - Ethical decision making – 72.3%
  - Diversity awareness – 66.0%
  - Civic responsibility – 62.0%

- 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 – 88.7%
  - Instructors – 90.7%
  - Administrators and staff from TCC offices – 84.4%

- Alumni were asked to rate the quality of their educational experience at TCC.
  - 62.7% indicated they were **Very satisfied** with the overall educational experience at TCC.
  - 57.7% indicated they would **definitely** enroll at TCC if they were starting college again.
  - 71.5% indicated they would **definitely** recommend TCC to others.
  - 56.4% characterized the preparation received at TCC for further study at another college or university as either **Exceptional** or **Better than adequate**.
  - 41.4% characterized the preparation received at TCC for employment in their major field as either **Exceptional** or **Better than adequate**.

- Of the Alumni respondents, 76.6% indicated they had attended another college. Of those who had attended another college, 92.7% indicated the quality of education offered at TCC was better than or about the same as they received elsewhere.

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

Exit Survey

Each academic year an Exit Survey is offered to all students applying to receive a certificate or degree from Tulsa Community College. During the 2019-2020 academic year (Summer 2019, Fall 2019, Spring 2020), 3,284 certificates and degrees were conferred to 2,937 individual students. 71.6% of awards were university transfer degrees (AA or AS). Of the students filing for graduation, 1,020 students completed the Exit Survey 2019-2020, representing a 34.7% response rate. The following is 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 (72.6%). The lowest percentage of strong agreement (49.4%) was associated with contributing to the welfare of the community.
- The majority of respondents (93.0%) believe the instruction they received in major courses was high quality.
- 37.1% 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." 21.8% of respondents did not feel the statement was applicable to their experience.
- 32.3% of respondents strongly agreed to the statement "The programs, organizations, or events in Student Life helped me become a more well-rounded person." 31.4% of respondents did not feel the statement was applicable to their experience.
- The majority of students (78.3%) either strongly agreed or somewhat agreed they learned about different cultures, ideas, and/or types of diversity.
- 84.8% 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 (84.8%, 54.1%, and 23.6%, respectively). 74.5% of students indicated they had accomplished their goal(s) for attending TCC.
- 54.4% of student respondents indicated they had attended another institution. Of students who indicated they had attended another institution, 38.0% indicated they believed TCC was better than other institutions they had attended. 56.4% believed TCC was about the same.
- The majority of all students (96.1%) indicated that if they were to start college over again they would probably or definitely enroll at TCC.

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

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 94.4% of students are satisfied with the academic advising they received from TRiO SSS staff. 96.3% of students are satisfied with the tutoring they received from TRiO SSS staff. Overall, 91.4% of students were satisfied with the events hosted by TRiO SSS. 75.0% 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. 87.8% of students reported that they believe TRIO SSS services assisted in establishing their plan of study. 89.8% of students believe TRIO SSS services assisted in making progress toward their plan of study. 83.3% of students were satisfied with TRiO SSS' services, which equip

students with the skills necessary to successfully transfer to a four-year college/university. 85.1% 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 Fall 2019 or Spring 2020 semesters were emailed a Qualtrics survey link. This email was sent to 2,581 students, 538 responded, yielding a response rate of 20.84 percent. The students were asked for suggestions to improve the Dual Credit program for future students. The 234 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 good, they had a great experience, and enjoyed it. The suggestions for improvement generally focused on communication ,especially concerning enrollment, but also for support, and about cost/ fees. Many students believed they should have the ability to enroll online. A few students mentioned wishing they had learned of the opportunities earlier and suggested better recruitment and advertising to their high schools.

Spring 2020 Student Remote Learning Technology Survey

The Student Remote Learning Technology survey was administered on March 27, 2020, to all 14,980 currently enrolled students to gauge their access to necessary technology for the transition to online and remote learning due to the COVID-19 pandemic. The survey closed on April 7, 2020. A total of 7,743 students took the survey for a response rate of 51.7%. Of those respondents, 6,836 (88.3%) were enrolled in courses that were not already online prior to quarantine. Results included focused on those students who were thus affected by the transition to remote or online learning in courses that were originally scheduled as face-to-face or blended courses. Some of the key findings from this survey include:

- When responding to the questions regarding access to consistent technology resources, 15% of students responded that they had access to internet away from campus, but it was not reliable and 11% of students did not have consistent access to a computer, laptop or tablet.
- While most students responded that they had a smartphone, 27% did not have an unlimited data plan.
- Related to distance learning in a virtual environment, 45% of students responded that they have never taken an online course before at TCC and of those students 32% felt somewhat uncomfortable when using web meeting tools and 36% when using online tutoring.
- Open-ended student responses (N=586, 14%) related to concerns about technology use, online access issues and fears, and understanding related to utilizing hardware and/or software for their courses.

COVID-19 Institutional Response Student Survey

The COVID-19 Institutional Response Student Survey was administered on June 10, 2020, to all 14,980 students who were enrolled at TCC in Spring 2020 to assess their opinion of how TCC

has responded to the COVID-19 pandemic. The survey closed on June 29, 2020. A total of 1,840 students completed the survey for a response rate of 12.3%. Students who completed the survey were able to enter their name into a door prize drawing. Three students were awarded $25 e-gift cards to QuikTrip. This survey was adapted from the © 2020 Higher Education Data Sharing Consortium COVID-19 Institutional Response Surveys. Key findings from this survey are discussed below.

- When asked if overall the TCC staff and administration had done a good job protecting students from negative health consequences of COVID -19, 79% of students strongly agreed.
- While 48% of students responded that they were extremely satisfied and 36% were somewhat satisfied with the support they received from TCC to help them transition to taking online courses in the spring, 46% very often/often worried about how well they would do in their online classes.
- Important highlights in relation to the responses about worries and insecurities students face with the pandemic:
    - 43% very often/often worry about their health and well –being,
    - 49% very often/often worry about paying bills (e.g., tuition, loans, rent, internet, medical)
    - 16% very often/often worry about enough to eat day-to-day
    - 24% very often/often worry about losing their job.
- From the student responses, 56% feel less connected to TCC since the campus closed compared to before when campuses were open for instruction and student services.

Table 10 below outlines the themes within the open-ended student comments/responses on this survey.

Table 10. Themes found in the open-ended responses of the COVID-19 Institutional Response Student Survey.

1. What factor is having the biggest influence on your thoughts about whether or not to return to TCC in the fall?	
1. Course Structure/Processes/ Procedures	33%
2. Graduating/Transferring/Other College	26%
3. Hesitant/Uncertain/COVID-19 Related	15%
4. Financial Issues/Financial Aid	14%
5. Emotional/Personal/Well-being	12%
2. What have you appreciated most about TCC's response to COVID-19?	
1. Communication	35%
2. Online Classes/Faculty Support	26%

3. Safety/Wellness	20%
4. Support Services	17%
5. Financial Support	2%
3. What factor is having the biggest influence on your thoughts about whether or not to return to TCC in the fall?	
1. Online Classes/Learning	59%
2. Returning to Campus	12%
3. Safety/COVID-19 Spread	11%
4. Grades	11%
5. Finances/Job	7%

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 Affairs and other student support services teams regularly discuss alumni survey, exit survey, and other survey results to identify areas for improvement within student services. Much of this year's response and planned changes came because of the student technology and institutional response to COVID-19 surveys. Some examples of changes that have been made because of student satisfaction and engagement data include:

- Deans and departments developed plans in which they contacted students in their caseloads using call campaigns, email communications for check-ins.
- Departments updated their webpages to reflect online practices.
- Worked with staff to identify technology needs for working remotely and create a plan to provide students with technology in future terms.
- Processed over 380 student requests for the Emergency Student Aid Grant Program.
- Worked with TCC CFO to create a proposal to give students a credit for a percentage of student fees that are not accessible during remote times.
- Identified staff who needed access to Zoom.
- Creating opportunity for any student to Zoom with Student Affairs leadership (Mon-Fri) and get their questions answered.
- Hosted over 20 virtual engagement opportunities, with some happening as late as midnight.
- Determined the best process to distribute food from the Fuel Pantry to students who had been accessing the pantry.

- Advising implemented a ChatBot (at no cost) that allows students to receive answers to questions 24/7.
- Reconfigured all services to remote format: admission and recruitment, new student orientation, enrollment services/answer centers, Call2000, financial aid, college registrar, and international student services. All offices are functioning and serving students remotely.
- Provided peer coordinators/tutors to students giving expert advice based on research-based strategies and classroom-and life-proven strategies.
- Completed weekly mental health webinars series to help students and staff. Topics included stress management, yoga, depression, sexual health, etc. TCC will resume summer series in June.
- Collaborated with Academic Affairs to implement alternative course placement criteria utilizing multiple measures for the Summer and Fall semesters.
- Worked with students to address accommodations and new students seeking accommodations.

Section V – Assessment Budgets

To ensure a robust assessment program at TCC, we have dedicated staff and faculty positions in both Academic Affairs and Student Affairs. In Academic Affairs, there is a Director of Institutional Research and Assessment who is dedicated about one-quarter time to assessment work, and an Assessment Program Manager who is dedicated 100% to assessment work. We have a Coordinator of IR & Assessment who is dedicated about one-quarter time to assessment. In Student Affairs, there is a Dean of Student Assessment and Testing whose workload is about one-third dedicated to assessment work. Under the Dean, there are two 65%-time dedicated employees for learning outcomes assessment work, the Assistant Director of Student Assessment and an Assessment Specialist. In addition, the Dean oversees the work of our Testing Services, which employees a Director, Assistant Director, and many Testing Services staff members (both full-time and part-time). TCC's Testing Services administers placement tests, academic tests for faculty, as well as many other standardized and high-stakes testing for students and the community.

In accordance with guidelines from House Bill No. 1219, TCC charges $1.50 per credit hour in assessment fees 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 11.

Table 11. Breakdown of Assessment Fee Expenditures for Fiscal Year 2019.

Assessment fees	**$444,387**
Assessment salaries (and benefits)	$431,274
Distributed to other departments	N/A
Operational costs	$135,962
Total Expenditures	**$567,236**

Appendix A

Math Course Placement Guidelines

Effective: 9/16/2019

Math Course Placement	HGPA (unweighted, completed 11th grade or later)	SAT Math (S02**/ S12)	ACT Math (A02)	Accuplacer NextGen Series (ACC_)	Multiple Measures
MATH 2114 Calculus I	See Multiple Measures column	640+	27+		276+ AAF (ACCF) ***AND*** 3.0 HS GPA (HGPA)
MATH 1613 Precalculus II ***OR*** MATH 2193 Elementary Statistics ***OR*** MATH 2513 Finite Math ***OR*** MATH 2523 Calculus for Business, Life & Social Sciences		610	26	276+ AAF (ACCF)	
IF MAJOR REQUIRES PRECALCULUS: MATH 1513 Precalculus I ***OR*** MATH 1715 Precalculus I&II	3.4+ No HGPA placement for MATH 1715	520	20-25	263-275 AAF (ACCF)	
IF MAJOR REQUIRES PRECALCULUS: MATH 0123 Essentials for Precalculus ***AND*** MATH 1513 Precalculus I ***(Must be enrolled simultaneously)***	3.0			237-262 AAF (ACCF)	
IF MAJOR REQUIRES MATH FUNCTIONS: MATH 1483 Mathematics Functions and Their Uses	3.4+	520	20+	263+ AAF (ACCF)	
IF MAJOR DOES NOT REQUIRE PRECALCULUS: MATH 1473 Quantitative Reasoning ***(If Undeclared Major, and ACT < 20, recommend Math 1473)***	3.2	510	19+	263+ QAS (ACCQ)	*255-262 QAS (ACCQ) **AND** 3.0 HS GPA (HGPA)*
IF MAJOR DOES NOT REQUIRE PRECALCULUS: MATH 0403 Essentials of Quantitative Reasoning ***AND*** MATH 1473 Quantitative Reasoning ***(Must be enrolled simultaneously)***	3.0			237-262 QAS (ACCQ)	285+ ARIT (ACCA) ***AND*** 230-236 QAS (ACCQ)
IF MAJOR REQUIRES WORKFORCE TECH MATH: MATH 1454 Technical Mathematics	3.0+	510	19+	237+ AAF (ACCF)	
MATH 0013 Math Foundations II	2.6			250+ ARIT (ACCA)	
MATH 0003 Math Foundations I				200-249 ARIT (ACCA)	

Reading Course Placement Guidelines

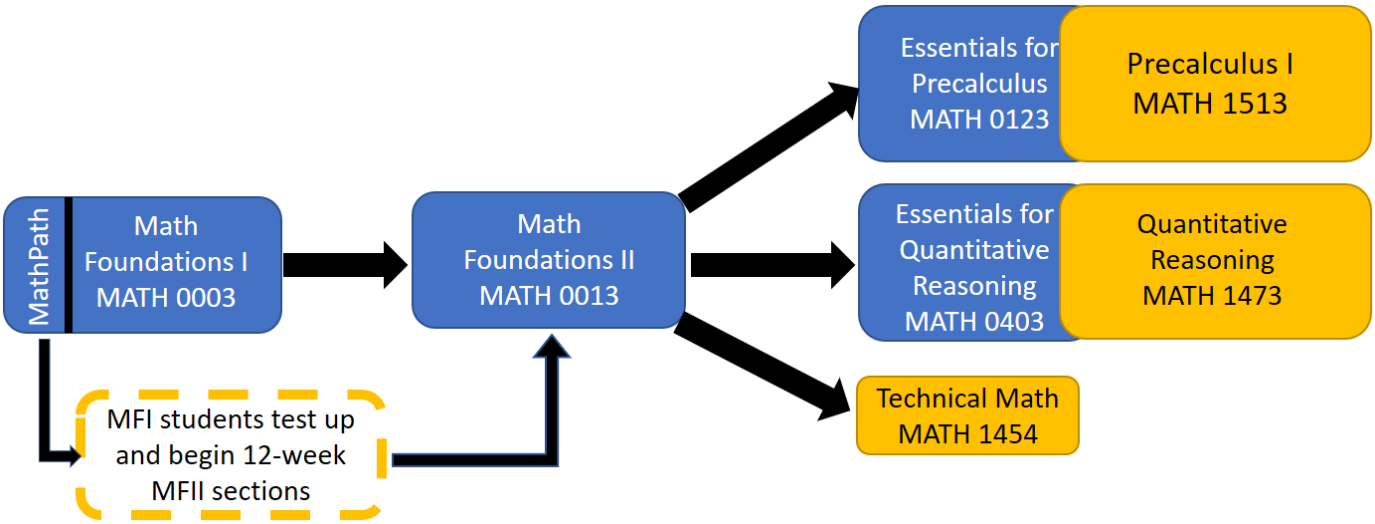
Reading Course Placement	SAT English (S01**/ S11)	ACT Reading (A03)	Accuplacer Next Gen Reading (ACCNR)	Success Navigator (SNE)
College Level/Reading Proficient	510	19+	263+	*Score has no impact*
			250-262	**100+**
ENGL 0913 Reading Foundations II			250-262	0-99
			237-249	*no impact*
			230-236	**100+**
ENGL 0903 Reading Foundations I			230-236	0-99
			200-229	*no impact*

Writing Course Placement Guidelines

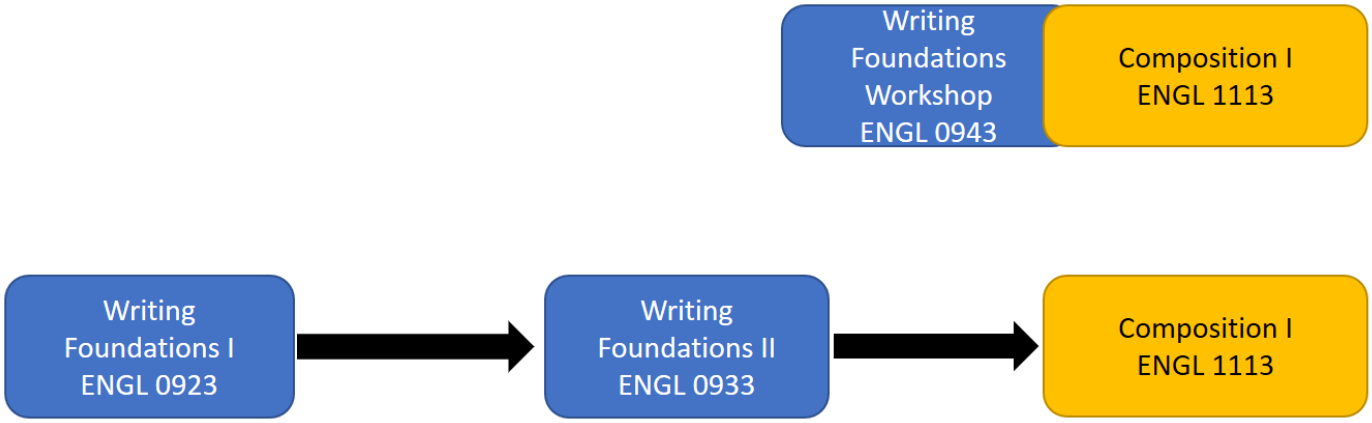
English Course Placement	SAT English (S01**/ S11)	ACT English (A01)	Writeplacer (WRT1)
ENGL 1113 Composition I ***(Reading proficiency must also be met)***	510	19+	5-8
ENGL 1113 Composition I ***AND*** ENGL 0943 Writing Foundations Workshop ***(Reading proficiency must also be met)*** ***(Must be enrolled simultaneously)***			4
ENGL 0933 Writing Foundations II			3
ENGL 0923 Writing Foundations I			1-2

Appendix B

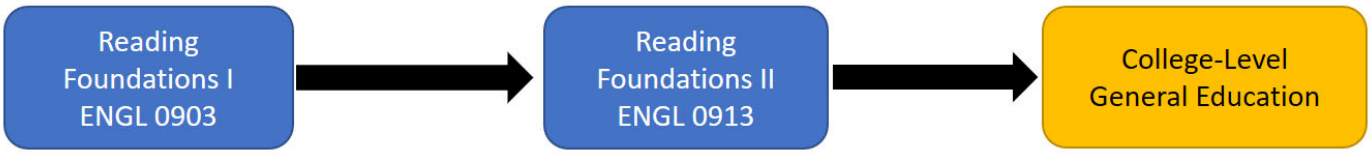
Math Course Sequence Academic Year 2019-20



Writing Course Sequence Academic Year 2019-20



Reading Course Sequence Academic Year 2019-20



Appendix C

Grade Distribution for Reading Courses

ENGL0903	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2019											
Fall 2019	203	25	31	44	17	54	0	32	0	84%	49%
Spring 2020	64	9	7	6	2	34	0	6	0	91%	34%
Total	267	34	38	50	19	88	0	38	0	86%	46%

ENGL0913	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2019	59	25	12	5	2	3	0	12	0	80%	71%
Fall 2019	734	203	144	120	29	134	2	102	0	86%	64%
Spring 2020	393	95	79	80	16	87	1	35	0	89%	63%
Total	1,186	323	235	205	47	224	3	149	0	87%	64%

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.

For Spring 2020, NPs are counted as n F in this data.

Grade Distribution for Writing Courses

ENGL0923	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2019	4	2	0	0	1	0	0	1	0	75%	50%
Fall 2019	152	38	24	26	10	25	0	29	0	81%	58%
Spring 2020	46	11	7	7	1	14	0	6	0	85%	52%
Total	202	51	31	33	12	39	0	36	0	82%	57%

ENGL0933	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2019	35	13	5	8	2	2	0	5	0	86%	74%
Fall 2019	349	57	70	52	29	67	2	72	0	79%	51%
Spring 2020	174	56	28	21	12	38	0	19	0	87%	59%
Total	558	126	103	81	43	107	2	96	0	83%	56%

ENGL0943	Enrolled	A	B	C	D	F	I	W	AU	Retention	Success
Summer 2019											
Fall 2019	342	143	82	39	8	14	3	53	0	85%	77%
Spring 2020	204	90	43	24	9	20	0	18	0	89%	75%
Total	546	233	125	63	17	34	3	71	0	87%	77%

ENGL1113	Enrolled	A	B	C	D	F	I	W	AU	Retention	Succe5ss
Summer 2019	320	90	110	49	8	20	1	42	0	87%	78%
Fall 2019	2,632	807	715	412	101	219	377	1	0	86%	74%
Spring 2020	2,430	366	363	270	64	268	1	94	65	89%	67%
Total	5,382	1,263	1,188	731	173	507	379	137	65	97%	73%

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.

For Spring 2020, NPs are counted as n F in this data, and Ps are counted as a C in this data.

Grade Distribution for Math Courses											
MATH0003	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	32	11	7	2	5	4	0	3	0	91%	62%
Fall 2019	308	42	45	57	27	72	2	62	1	80%	47%
Spring 2020	132	28	25	24	2	35	0	18	0	86%	58%
Total	472	81	77	83	34	111	2	83	1	82%	51%
MATH0013	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	167	36	27	31	10	38	0	25	0	85%	56%
Fall 2019	746	90	139	157	55	152	1	151	1	80%	52%
Spring 2020	579	120	117	94	18	137	1	91	1	82%	56%
Total	1,492	246	283	282	83	327	2	267	2	82%	54%
MATH0123	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	56	22	7	7	5	4	0	11	0	80%	64%
Fall 2019	617	169	130	88	26	96	2	104	2	83%	63%
Spring 2020	462	158	96	89	11	76	0	32	0	90%	72%
Total	1,135	349	233	184	42	176	2	147	2	87%	68%
MATH0403	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	44	24	13	3	1	2	0	1	0	98%	91%
Fall 2019	225	58	75	37	8	22	0	25	0	89%	76%
Spring 2020	184	62	49	40	10	17	0	6	0	93%	79%
Total	453	144	137	80	19	41	0	32	0	93%	80%
MATH1473	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	113	50	26	12	11	8	0	6	0	95%	78%
Fall 2019	539	133	120	106	50	61	2	67	0	88%	67%
Spring 2020	425	147	124	76	14	45	0	19	0		
Total	1,077	330	270	194	75	114	2	92	0	91%	74%
MATH1483	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	19	4	10	2	0	1	0	2	0	89%	84%
Fall 2019	18	6	4	2	0	4	0	2	0	89%	67%
Spring 2020	30	12	10	8	0	0	0	0	0	100%	100%
Total	67	22	24	12	0	5	0	4	0	94%	87%
MATH1513	**Enrolled**	**A**	**B**	**C**	**D**	**F**	**I**	**W**	**AU**	**Retention**	**Success**
Summer 2019	286	92	66	32	19	27	0	50	0	83%	66%
Fall 2019	1,532	427	305	255	92	190	2	258	3	83%	65%
Spring 2020	1,664	612	426	266	43	170	0	147	0	91%	78%
Total	3,482	1,131	797	553	154	387	2	455	3	87%	71%

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.

For Spring 2020, NPs are counted as n F in this data, and Ps are counted as a C in this data.

Appendix D

List of courses and programs suppressed, deleted, or changed due to assessment, program review, and program mapping work during the 2019-20 academic year that go into effect Fall 2020.

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
ACCT	2253	Peachtree	MC	Changing course description and title to incorporate the components of accounting and software use into a single capstone course	Fall 2020
ACCT	2523	Accounting Accounting Software Applications	MC	Changing course description and title to incorporate the components of accounting and software use into a single capstone course. Adding Pre req of ACCT 2363 Income Tax I	Fall 2020
		Accounting, AAS, Accounting Specialist Option	MP	Adding DGMD 1103 Adobe Acrobat to the Controlled Electives option.	Fall 2020
		Accounting, AAS, Accounting Software Application Specialist	MP	Adding DGMD 1103 Adobe Acrobat to the Controlled Electives option.	Fall 2020
DHYG	1013	Oral Anatomy, Embryology, Histology	MC	Course description change and addition of fee to course	Fall 2020
DHYG	1373	Dental Hygiene Theory II	MC	Course description change, and addition of fee to course.	Fall 2020
		Dental Hygiene, AAS	MP	The program is going to change its minimum requirements for admission to the program. The GPA will change to 3.2 and the minimum ACT score will change to 20.	Fall 2020
PHYS	2034	Engineering Physics I	MC	Changing the name of the course to reduce confusion for students and faculty as to the content of the course and what is required as a pre req for the course. Course title will be Physics I with Calculus	Fall 2020
PHYS	2124	Engineering Physics II	MC	Changing the name of the course to reduce confusion for students and faculty as to the content of the course and what is required as a pre req for the course. Course title will be Physics II with Calculus	Fall 2020
		Pre-Professional Health Sciences AS Pre-Medical Imaging	MP	Course removed from program: SOCI 1113 Introduction to Sociology Courses added to the program: BIOL 1604 Zoology moved from a required course to a recommended elective. The Pre-Professional Health Sciences AS, Pre-Medical Imaging Option is intended to help transfer-bound students satisfy multiple 1000- and 2000-level course prerequisites for the Nuclear Medicine Technology, Radiography, Radiation Therapy, and Sonography programs at the University of Oklahoma. The degree plan currently includes SOCI 1113 (Introduction to Sociology), although this course is not required by OU. Additionally, students are currently required to take both BIOL 1224 (Introduction to Biology for Majors) and BIOL 1604 (Zoology). OU requires BIOL 1224, but as of summer 2019, will no longer accept BIOL 1604 for their program. Therefore, we propose to eliminate SOCI 1113 and BIOL 1604 as required courses in our degree plan. The courses will be replaced with 6 additional elective hours (reducing the total hours from 61 to 60). BIOL 1604 listed as a recommended elective will bel useful to transfer students. **Program hours are reduced from 61 to 60.**	Fall 2020
		Pre-Nursing AS	MP	<u>Course added to the program:</u> CHEM 1114 Principles of Chemistry COLL 1003 as a recommended elective. **Number of hours for the program remain the same**.	Fall 2020

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
		Pre-Professional Health Sciences AS Pre-Veterinary Medicine Option	MP	Courses added to the curriculum: MATH 2523 Calculus for Business, Life, and Social Science. The Pre-Professional Health Sciences AS, Pre-Veterinary Medicine Option is intended to help transfer-bound students satisfy multiple 1000- and 2000-level course prerequisites for the Doctor of Veterinary Medicine program at the OSU Center for Veterinary Health Science (the only Veterinary Medicine school in the state of Oklahoma). In our AS program, students are currently given an option to choose between MATH 2193 (Elementary Statistics) and MATH 2523 (Calculus for Business, Life, and Social Sciences). The OSU DVM program currently requires MATH 2193, but no longer accepts MATH 2523. We therefore propose the elimination of MATH 2523 as a choice in our program in order to ensure that our students take the MATH course currently required by OSU. **Number of hours for the program remain the same.**	Fall 2020
RADT	1383	Advanced Radiographic Technique	MC	Changing the course from a 3-hour course to a 2-hour course	Fall 2020
		Radiography, AAS	MP	One course changing from 3 hour to 2-hour course. **Program will change from 70 to 69 credit hours**.	Fall 2020
		Pre-Professional Health Sciences AS, Pre-Physical Therapy	MP	Changing Science requirements from 29 to 25 and Recommended Electives from 1-5. This is because OU and Langston have different requirements for the PT program. This change allows students to take the requirements they need for the program they plan to attend. **The number of hours for the program will remain the same.**	Fall 2020
PSYC	1113	Introduction to Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2023	Developmental Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2053	Social Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2193	Personality Theories	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2213	Brain and Behavior	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2223	Behavioral Statistics	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2323	Conflict Resolution	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2423	Introduction to Abnormal Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2523	Child Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2533	Adolescent Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2613	Psychology of Adulthood and Aging	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2633	Industrial and Organizational Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2713	Aging, Death, and Dying	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2813	Human Sexuality	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2991	Special Topics in Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2992	Special Topics in Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2993	Special Topics in Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
PSYC	2994	Special Topics in Psychology	MC	Adding reading proficiency as a requirement	Fall 2020
ENGL	0903	Reading Foundations I	MC	Change to READ 0113 to cause less confusion on the course that is being taken. Many other colleges and universities use the common READ discipline.	Fall 2020
ENGL	0913	Reading Foundations II	MC	Change to READ 0123 to cause less confusion on the course that is being taken. Many other colleges and universities use the common READ discipline.	Fall 2020

Request Types:
NC - New Course, MC - Modify Course, DC - Delete Course, SC - Suppress Course, NP - New Program, MP - Modify Program, DP - Delete Program, SP - Suspend Program, NPO - New Program Option, MPO - Modify Program Option, DPO - Delete Program Option RSC - Reactivate Suppressed Course RP - Reactivate Program

DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
MCOM	1113	Writing for the Mass Media	MC	Adding the Pre Req of ENGL 1113 Composition I.	Fall 2020
		Biotechnology, CER	SP	Suspending the certificate program because the Biotechnology industry has not become prevalent in the Tulsa area. Over the next three years, a plan will be devised to re-instate the program if industry partners become available.	Fall 2020
BIOT	2245	Molecular Biology and Techniques	MC	Changing pre reqs to include: BIOL 1224 Biology for Majors BIOT 1113- Introduction to Biotechnology BIOT 1533 Cell Culture Techniques CHEM 1315 General Chemistry I (can be concurrent).	Fall 2020
BIOT	2512	Biotechnology Apprenticeship	MC	Changing course to a three-hour course and changing the name to internship per feedback from workforce development. Also changing the pre-req. to BIOT 1533 Cell Culture Techniques. Adding the third hour reflects the actual time spent on a typical research project and will allow a student to fulfill the controlled elective requirement, while offering them an experience that will prepare them for their future.	Fall 2020
		Biotechnology, AS	MP	The Biotech AS program currently has three articulation agreements that outline successful transfer of the biotech courses. However, increasing the number of articulations has been problematic due to the unique courses offered in biotech, often there is no transfer equivalent. The proposed program changes will reduce the number of specialized courses that must be accommodated into new agreements, and reduce the number of courses that may not transfer if a student decides to attend a program/university that does not articulate with the Biotech AS. Courses deleted from program: BIOT 1314 Biotechnology Laboratory Methods and Techniques BIOT 2101 Biotechnology Quality Assurance Courses added to program: Several Science classes listed to a controlled electives option Also making all specialized courses require a C or better. **Number of hours will change from 62 to 60.**	Fall 2020
BIOT	1533	Cell Culture Techniques	MC	Pre req change to allowing BIOT 1113 Introduction to Biotechnology and BIOT 1224 Intro to Biology for majors as concurrent enrollment.	Fall 2020
		Pre-Professional Health Sciences AS, Pre-Occupational Therapy	MP	<u>Course removed from program:</u> BIOL 1604 Zoology <u>Courses added to the program:</u> SOCI 1113 Introduction to Sociology The Pre-Professional Health Sciences AS, Pre-Occupational Therapy Option is intended to help transfer-bound students satisfy multiple 1000- and 2000-level course prerequisites for the Master of Occupational Therapy at the University of Oklahoma and NSU. Additionally, students are currently required to take both BIOL 1224 (Introduction to Biology for Majors) and BIOL 1604 (Zoology), although the combination of both courses is not required by either OU or NSU. T **Program hours are reduced from 61 to 60**	Fall 2020
VETT	2224	Microbiology and Sanitation	MC	Changing to two lecture hours and 4 lab hours and pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	2125	Practicum: Animal Clinics and Nursing	MC	Changing Pre req to admission to VT program or Program Director Approval. Changing from 5 hour to 6 hours.	Fall 2020

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DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
VETT	2364	Large Animal Technology	MC	Changing to two lecture hours and four lab hours and pre req to admission to VT program or Program Director Approval	Fall 2020
VETT	2313	Veterinary Hospital Technology	MC	Changing to one lecture hour and four lab hours and pre req to admission to VT program or Program Director Approval. Also changing title to Veterinary Nursing II.	Fall 2020
VETT	2234	Clinical Pathology III	MC	Changing to two lecture hours and four lab hours and pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	1263	Veterinary Office and Computer Skills	MC	Changing title to Veterinary Office and Practice Management. Also changing pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	1242	Clinical Pathology II	MC	Changing to one lecture hour and two lab hours and pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	1232	Clinical Pathology I	MC	Changing to one lecture hour and two lab hours and pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	1223	Veterinary Hospital Technology I	MC	Changing to one lecture hour and four lab hours and pre req to admission to VT program or Program Director Approval. Also changing title to Veterinary Nursing I.	Fall 2020
VETT	1193	Principles of Large Animal Care	MC	Changing to one lecture hour and 4 lab hours and pre req to admission to VT program or Program Director Approval	Fall 2020
VETT	1183	Principles of Small Animal Care	MC	Changing to one lecture hour and 4 lab hours and pre req to admission to VT program or Program Director Approval	Fall 2020
VETT	1161	Clinical Calculations for VT	MC	Changing title to Clinical Calculations for Veterinary Nurses. Also changing pre req to admission to VT program or Program Director Approval.	Fall 2020
VETT	1132	Introductions to Veterinary Technology	MC	Changing title to Introduction to Veterinary Nursing. And not pre-req.	Fall 2020
VETT	1125	Veterinary Anatomy and Physiology	MC	Changing to three lecture hours and 4 lab hours and pre req to admission to VT program or Program Director approval.	Fall 2020
VETT	2254	Laboratory, Wild, and Exotic Animal Technology	MC	Changing to one lecture hour and 4 lab hours and pre req to admission to VT program or Program Director Approval. Also changing the course to a three-hour course. The new number will be VETT 2253. course title changes to Laboratory, Wild, and Exotic Animal **Nursing**	Fall 2020
VETT	2352	Radiology, Ultrasound and Diagnostic Imaging	MC	Changing to one lecture hour and 4 lab hours and pre req to admission to VT program or Program Director Approval. Also changing the course to a three-hour course. The new number will be VETT 2353.	Fall 2020
VETT	2333	Veterinary Pharmacology	MC	Changing course to a two-hour course and pre req to admission to VT program or Program Director Approval. The new number will be VETT 2332.	Fall 2020
OCTA	1292	Introduction to Occupational Therapy II	SC	Suppress Course	Fall 2020
OCTA	1521	Fieldwork IB	MC	Course description change.	Fall 2020
OCTA	1511	Fieldwork IA	MC	Course description change.	Fall 2020
OCTA	2356	Fieldwork Level II	MC	Change in credit hours from 6 to 5 hours. And a new title to Fieldwork Level II A	Fall 2020
OCTA	2376	Fieldwork Level IIB	MC	This course is not a new course. This is a change from 2376 to 2375. changed 2-28-2020	Fall 2020
OCTA	1202	Introduction to Occupational Therapy I	MC	Change course title to Introduction to Occupational Therapy.	Fall 2020
OCTA	1483	Physical Disabilities	MC	Course description change.	Fall 2020
OCTA	2203	Therapeutic Adaptations	MC	Course description change.	Fall 2020
OCTA	2263	Current Trends	MC	Course description change.	Fall 2020

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DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
		Occupational Therapy Assistant, AAS	MP	Courses deleted from the program: OCTA 1292 Introduction to OT Courses added to the program: OCTA 2375 Fieldwork Level IIA OCTA Fieldwork Level IIB (was OCTA 2356) **Hours for the program went down from 67 to 63**.	Fall 2020
RESP	2212	Neonatal/ Pediatric Respiratory Care	MC	Change in credit hours from 2 to 3 hours. The new course will be RESP 2213.	Fall 2020
RESP	2562	Cardiopulmonary Diagnostics	MC	Change in credit hours from 2 to 3 hours. The new course will be RESP 2563.	Fall 2020
		Respiratory Care, AAS	MP	Applicants to the program will need to have a min GPA of 2.5, take and pass the ATI TEAS admission exam, and have completed BIOL 1314 Anatomy and Physiology with a grade of "C" of better prior to application deadline. **Also increasing the total number of credit hours for the program by two. This change from 69 to 71 credit hours will help enable the program the ability to meet new demands from the change in accreditation standards that will be effective January 2020.**	Fall 2020
HITC	1213	Statistics and Research Methodology	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	1353	Legal Aspects of Health Records	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better. Will also change title to Legal Aspects of Health Information Management.	Fall 2020
HITC	2113	Management Techniques for Health Information Services	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	2213	Quality, Utilization, and Risk Assessment	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	1412	Professional Practice Experience I	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	2133	Reimbursement Systems and Revenue Cycle Management	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	2121	Physician Billing & Reimbursement	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HITC	1223	Electronic Health Record Systems	MC	Course description change and changing the pre req to admission into the Health Information Technology Program.	Fall 2020
		Diagnostic Medical Sonography	MP	Sonography will change one of the requirements for admission into the program. The change is the ACT score used for admission in the program must have been completed within the past five years of the application date.	Fall 2020
SOCI	2113	Social Problems in America	MC	Name change to Social Problems. Also, a course description change.	Fall 2020
		Manufacturing Production Technician I	NP	New certificate that is the first stackable credential for the AAS in Engineering Technology. The certificate will be 17 hours and the courses are aligned with the Manufacturing Skills Standards Council's Certified Production Technician (CPT) credential.	Fall 2020
		Manufacturing Production Technician	MP	Changing the name of the certificate to Manufacturing Production Technician II. This will be the second stackable credential on the Engineering Technology AAS path. This certificate will broaden student knowledge in the areas of leadership and more advanced manufacturing principles, preparing them for leadership roles and more advanced job functions. **This also changes the certificate from 20 to 29 credit hours**.	Fall 2020
ENGT	1212	Introduction to Fabrication Lab	MC	Adding additional content related to composite materials and carbon fiber layup. Changing the course from 2 to 3 hours.	Fall 2020
		Quality and Inspection Technician I, Certificate	NP	New certificate that is the first stackable credential for the AAS in Engineering Technology. The certificate will be 17 hours and the courses are aligned with non-destructive testing and quality.	Fall 2020

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DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
		Aerospace Drafting, Certificate	NP	New certificate that is a stackable credential in the AAS in Engineering Technology. The certificate will be 16 hours and the courses align to prepare entry level drafters with the skills to design complex aerospace components in the most commonly used drafting programs in the industry.	Fall 2020
		Engineering Technology, AAS	MP	Modifying program to create several stackable credentials for the degree. **The degree will change from 63 to 65 credit hours.**	Fall 2020
		Quality Technology, Certificate	MP	Changing the name to Quality Inspection Technician II. This change will make Quality and Inspection certificates stackable and will change the curriculum to ensure that entry level courses fall in QIT I and more advanced courses fall in QIT II so that the students gain the skills necessary through each certificate to move into increasingly higher paying jobs. **The certificate will change from 27 to 32 credit hours.**	Fall 2020
		AutoCAD User, Certificate	NP	New certificate that is a stackable credential in the AAS in Engineering Technology. The certificate will be 16 hours and allows students to enter the field of drafting early in their educational journey.	Fall 2020
DRFT	2543	Autodesk REVIT	NC	New course that is in the Engineering Technology, AAS program.	Fall 2020
		Industrial Maintenance Technician	NP	New certificate that is a stackable credential in the AAS in Electronics Technology. The certificate will be 16 credit hours and the courses are aligned with industrial maintenance in the Aerospace and Defense sector.	Fall 2020
		Electronics Technology AAS, Electronics Technologist Option	MP	This change will incorporate a new course in industrial robotics and will group together courses to form a new area of emphasis in industrial maintenance. By adding the new course, the Industrial Maintenance Technician certificate will be embedded in to the Electronics AAS degree. **The number hours will increase from 60-61**.	Fall 2020
ELET	2232	Industrial Robotics	NC	This course is in part to fulfill the need in the manufacturing industry of skill technicians with an electrical background. These skills have been identified in an NSF grant proposal focused on an ATE application submitted by TCC.	Fall 2020
		Information Technology Certificate, System Support Tech Option	DPO	Deletion of the option because of persistent low enrollment and certificate completion rates indicate a need for a certificate option better aligned with industry.	Fall 2020
		Information Technology Certificate, Network and Cloud Computing	DPO	Deletion of the option because of persistent low enrollment and certificate completion rates indicate a need for a certificate option better aligned with industry.	Fall 2020
		Information Technology AAS, Networking and Cloud Computing Option	DPO	Deletion of the option because of persistent low enrollment and certificate completion rates indicate a need for a degree option better aligned with industry.	Fall 2020
		Information Technology Certificate, Programming Option	DPO	Deletion of the option because of persistent low enrollment and certificate completion rates indicate a need for a certificate option better aligned with industry.	Fall 2020
		Information Technology Certificate, Business Application Specialist Option	MP	Courses deleted from the program: CSCI 1263 Network Fundamentals CSCI 2043 Access CSYS 1013 HTML and CSS CSYS 1203 Introduction to Computer Programming. **This program will reduce its hours from 27 to 18**.	Fall 2020
DGMD	1013	Introduction to Graphic Design	NC	The addition of this course will introduce students to the workforce Graphic Design Pathway and better prepare students for the demands of the program.	Fall 2020
DGMD	2263	Digital Illustration I	NC	The new course bridges technical skills from Digital Foundations I and II to more advanced conceptual outcomes.	Fall 2020
DGMD	2453	Print Design I	NC	The new course focuses on advanced print-related outcomes	Fall 2020

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DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
DGMD	2513	Interaction Design 2	NC	The new course builds onto the foundations created in Interaction Design Studio I	Fall 2020
DGMD	1113	Adobe Photoshop	MC	Title change to Digital Foundations I: Photoshop. This reflects the need for laying digital foundations, rather than the software program as the course title.	Fall 2020
DGMD	1203	Adobe Illustrator	MC	Title change to Digital Foundations II: Illustrator. This reflects the need for laying digital foundations, rather than the software program as the course title.	Fall 2020
DGMD	1223	Digital Photography	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop with a "C" or higher. Also changing the course description.	Fall 2020
DGMD	2313	Adobe InDesign	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop and DGMD 1203 Digital Foundations 2 Illustrator with a "C" or higher. Also changing the course description and the course title to Digital Foundations 3: In Design.	Fall 2020
DGMD	2323	2D Animation	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop, DGMD 1203 Digital Foundations 2 Illustrator, and ART 1123: Drawing I, with a "C" or higher. Also changing the course description.	Fall 2020
DGMD	2343	3D Graphics using Lightware	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop and DGMD 1203 Digital Foundations 2 Illustrator with a "C" or higher. Also changing the course description.	Fall 2020
DGMD	2393	Graphic Design Capstone	MC	Change in course description.	Fall 2020
ART	2413	Typography I	MC	Change in pre reqs to ART 1013 and ART 1123 and a course description change.	Fall 2020
DGMD	2413	Adobe Dreamweaver	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop, DGMD 1203 Digital Foundations 2 Illustrator, and ART 1123: Drawing I, with a "C" or higher. Also changing the course description.	Fall 2020
DGMD	2423	Adobe AfterEffects	MC	Pre req change to DGMD 1113 Digital Foundations I Photoshop, DGMD 1203 Digital Foundations 2 Illustrator, and DGMD 2343 3D Digital Foundations with a "C" or higher. Also changing the course description and the course title to Motion Graphics.	Fall 2020
ART	2423	Graphic Design I	MC	Pre req change to ART 1013 and ART 1123 with a "C" or better. Also, a course description change.	Fall 2020
DGMD	2443	3D Animation using Lightwave	MC	Course title change to 3D Animation and pre req change to include C or better.	Fall 2020
		Digital Media, AAS	MP	Program changes include many new courses to the program as well as several course name changes. These changes include improvements evolved out of discourse with graduates, workforce advisors, and the assessment process. These changes will better support student learning, pedagogy, and academic advising. New Courses Added: *DGMD 1013: Introduction to Graphic Design *DGMD 2263: Digital Illustration Studio *DGMD 2513: Interaction Design Studio 2 *DGMD 2453: Print Design Studio **The program hours will reduce from 61 to 60.**	Fall 2020
		Theatre, AA	MP	Moving Stage Management from an Elective to a major requirement. **The number of hours remain the same.**	Fall 2020

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DISCIPLINE	NUMBER	COURSE/PROGRAM	REQUEST TYPE	COMMENTS	TERM EFFECTIVE
		Applied Technology, AAS	NP	In order to be eligible for enrollment into this degree program, students must have completed an eligible program of study at an Oklahoma Department of Career & Technology Education (OK Career Tech) Center, earn industry recognized credential(s) related to the program of study approved by TCC, and align to a high demand occupation in the Tulsa Metro Service Area. This program is designed to provide students who have obtained working knowledge, skills, and competencies through the OK Career Tech system, an opportunity to complete an individualized program of study to fulfill a unique career goal by combining general education with specific technical knowledge and skills in preparation for employment or career advancement. **The program will be 60 credit hours.**	Fall 2020
		Digital Media, Certificate	MP	Program changes include many new courses to the program as well as several course name changes. These changes include improvements evolved out of discourse with graduates, workforce advisors, and the assessment process. These changes will better support student learning, pedagogy, and academic advising. New Courses Added: *DGMD 1013: Introduction to Graphic Design *DGMD 2263: Digital Illustration Studio *DGMD 2513: Interaction Design Studio 2 *DGMD 2453: Print Design Studio **The program hours will remain the same.**	Fall 2020
		Paralegal, AA	MP	Changing MATH from MATH 1513 to MATH 1473	Fall 2020
		Vet Tech, AAS	MP	The vet tech program modified many courses in the program. Many courses changed number of hours. **The number of required hours for the program has remained the same.**	Fall 2020
		Certificate, Private Pilot	NP	New program that will award a credential for a private pilot. The certificate is 5 credit hours. See attached handout.	Fall 2020
		Certificate, Commercial Pilot	NP	New program that will award a credential for a commercial pilot. The certificate is 7 credit hours. See attached handout.	Fall 2020
		Certificate, Flight Instructor	NP	New program that will award a credential for a commercial pilot. The certificate is 5 credit hours. See attached handout.	Fall 2020
		Enterprise Development	MP	Have a minimum of 2.0 graduation/retention GPA in past college course work. A provisional admission status may be granted to a student with a minimum 1. 70 graduation/retention GPA, provided that an institutional review was conducted to determine whether the student could attain the requisite 2.0 graduation/retention GPA at the completion of all required coursework. Admission made under this provision must be reviewed and approved by the chief academic officer and reported to the Reach Higher Manager during the semester of admission. Reporting on the student's progress may be required. Satisfy all institutional requirements for completion of remedial coursework. A provisional admission status may be granted to a student not meeting this standard, however, all remedial coursework must be completed within 24 credit hours earned or within the first two semesters of enrollment in the Reach Higher program. Admission made under this provision must be reviewed and approved by the chief academic officer and reported to the Reach Higher Manager during the semester of admission. Reporting on the student's progress may be required	Fall 2020
ART	2053	Survey III	SC	Suppress Course	Fall 2020
THEA	2153	Advanced Sound Reinforcement	SC	Suppress Course	Fall 2020
THEA	2233	ECAD	SC	Suppress Course	Fall 2020

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THEA	1241	Private Acting	SC	Suppress Course	Fall 2020
THEA	2343	Intro to costume design	SC	Suppress Course	Fall 2020
MUSC	1711	Brass Ensemble	SC	Suppress Course	Fall 2020
ART	2563	Intermediate Glassblowing	SC	Suppress Course	Fall 2020
ART	2403	Illustration I	SC	Suppress Course	Fall 2020
AVST	1403	Advanced Theory of Flight	MC	Removed pre req for the course	Fall 2020
MKTG	2363	Consumer Behavior	MC	Removed pre req for the course	Fall 2020
MATH	1483	Mathematics Functions and their Uses	MC	Changed ore req to MATH 0013 with a C or better	Fall 2020
MATH	1513	Precalculus I	MC	Removed MATH 1473 as a pre-req. Kept MATH 0123 with a C or better as the pre req	Fall 2020
PLGL	2403	Principles of Family Law	SC	Suppress Course	Fall 2020
PLGL	2423	Corporations, Partnerships, & LLC's	SC	Suppress Course	Fall 2020
PLGL	2433	Bankruptcy	SC	Suppress Course	Fall 2020
PLGL	2453	Administrative Law	SC	Suppress Course	Fall 2020
PLGL	2463	Labor and Employment Law	SC	Suppress Course	Fall 2020
PLGL	2473	Torts and Insurance Law	SC	Suppress Course	Fall 2020
PLGL	2493	Criminal Law for Paralegals	SC	Suppress Course	Fall 2020
ART	1023	Painting I	MC	Course description change	Fall 2020
ART	1033	Painting II	MC	Course description change	Fall 2020
MKTG	1333	Fashion Innovation and Marketing	SC	Suppress Course	Fall 2020
MATH	2193	Elementary Statistics	MC	Removed pre reqs for the course /modified to add in MATH 0013 or 0055 as pre reqs.	Fall 2020
CHEM	2353	Introduction to Biochemistry	SC	Suppress Course	Fall 2020
PHED	1091	Karate	SC	Suppress Course	Fall 2020
PHED	1401	Introduction to Physical Activity	SC	Suppress Course	Fall 2020
PHED	1421	Women on Weights	SC	Suppress Course	Fall 2020
PHED	1551	Bicycling for Fitness	SC	Suppress Course	Fall 2020
PHED	1651	Cardio Kickboxing	SC	Suppress Course	Fall 2020
PHED	1811	Zumba	SC	Suppress Course	Fall 2020
PHED	2041	Women on Weights II	SC	Suppress Course	Fall 2020
PHED	2091	Bicycling for Fitness II	SC	Suppress Course	Fall 2020
PHED	2651	Cardio Kickboxing II	SC	Suppress Course	Fall 2020
PHED	2141	Karate II	SC	Suppress Course	Fall 2020
PHED	2251	Weight Training II	SC	Suppress Course	Fall 2020
PHED	2311	Body Conditioning	SC	Suppress Course	Fall 2020
PHED	2331	Jogging for Fitness	SC	Suppress Course	Fall 2020
PHED	2421	Walking for Fitness II	SC	Suppress Course	Fall 2020
PHED	2431	Jogging for Fitness II	SC	Suppress Course	Fall 2020
NURS	2403	Dosage Calculations	SC	Suppress Course	Fall 2020
ELET	1212	Introduction to Electricity	MC	Remove pre req	Fall 2020
ASLE	1603	ASL Choir I	SC	Suppress Course	Fall 2020
ASLE	2023	ASL Choir II	SC	Suppress Course	Fall 2020
ASLE	2131	Conceptual Sign Vocabulary Development	SC	Suppress Course	Fall 2020

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ASLE	2243	ASL Choir III	SC	Suppress Course	Fall 2020
COMM	2363	Forensics III	SC	Suppress Course	Fall 2020
COMM	2553	Introduction to Rhetorical Theory	SC	Suppress Course	Fall 2020
ENGL	1691	Speed Reading	SC	Suppress Course	Fall 2020
FREN	1301	French for Communication III	SC	Suppress Course	Fall 2020
FREN	1401	French Communication IV	SC	Suppress Course	Fall 2020
FREN	2041	French - Introduction to the Arts	SC	Suppress Course	Fall 2020
FREN	2121	Intermediate French Communication	SC	Suppress Course	Fall 2020
FREN	2413	French Translating	SC	Suppress Course	Fall 2020
GRMN	1313	German III	SC	Suppress Course	Fall 2020
GRMN	1413	German IV	SC	Suppress Course	Fall 2020
ITAL	2421	Italian Culture Comparisons	SC	Suppress Course	Fall 2020
JAPN	1401	Japanese for Communication IV	SC	Suppress Course	Fall 2020
JAPN	2071	Japanese History and Geography Introduction	SC	Suppress Course	Fall 2020
POLS	2043	Introduction to City Government	SC	Suppress Course	Fall 2020
POLS	2133	Introduction to Public Administration	SC	Suppress Course	Fall 2020
POLS	2893	Government Internship	SC	Suppress Course	Fall 2020
SOCI	2133	Introduction to Deviant Behavior	SC	Suppress Course	Fall 2020
SPAN	1061	Spanish for Biblical Study	SC	Suppress Course	Fall 2020
SPAN	1301	Spanish for Communication III	SC	Suppress Course	Fall 2020
SPAN	1401	Spanish for Communication IV	SC	Suppress Course	Fall 2020
SPAN	2071	Spanish-Mexican History and Geography Introduction	SC	Suppress Course	Fall 2020
SPAN	2121	Intermediate Spanish Communication	SC	Suppress Course	Fall 2020
SPAN	2421	Spanish Culture Comparisons	SC	Suppress Course	Fall 2020
SPAN	2483	Community Interpreting Skills Introduction	SC	Suppress Course	Fall 2020
CSCI	2873	Advanced C++	SC	Suppress Course	Fall 2020
CSYS	2013	Webserver Administration	SC	Suppress Course	Fall 2020
CSYS	2383	Implementing and Supporting TCP/IP	SC	Suppress Course	Fall 2020
CSYS	2433	Microsoft Exchange Server	SC	Suppress Course	Fall 2020
CSYS	2603	Mobile Web Design	SC	Suppress Course	Fall 2020
GEOG	1014	Geography (Physical)	MC	Change course description	Fall 2020
GEOG	2013	Meteorology	MC	Change course description	Fall 2020
HITC	2411	Professional Practice Experience II	MC	Course description change and changing the pre req to all previous HITC coursework must be completed with a "C" or better.	Fall 2020
HSVC	1421	Behavioral Supports for Individuals with Disabilities	SC	Suppress Course	Fall 2020
NAMS	2223	Native American Philosophies	SC	Suppress Course	Fall 2020
PLGL	2343	Advanced Legal Research and Writing	MC	Change of Pre req from MATH 1513 to MATH 1473	Fall 2020
RELG	2113	Old Testament	MC	Change course title and course description. Title will now be Hebrew Bible/Christian Old Testament	Fall 2020
RELG	2123	New Testament	MC	Change course title and course description. Title will now be Christian New Testament	Fall 2020

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RELG	2233	Religion in America	MC	Course description change	Fall 2020
GIS	2354	Computer Cartography	MC	Course description change	Fall 2020
GIS	2373	GIS Data Acquisition and Management	MC	Course description change	Fall 2020
GIS	2383	Advanced Geographic Information Systems	MC	Course description change	Fall 2020
GIS	2393	GIS Practicum	MC	Course description change	Fall 2020
PSYC	2813	Human Sexuality	MC	Course description change	Fall 2020
PSYC/SOCI	2223	Behavioral Statistics	MC	Course description change	Fall 2020
PSYC	2713	Aging, Death, and Dying	MC	Course description change	Fall 2020
SOCI	2713	Aging, Death, and Dying	MC	Course description change	Fall 2020
PSYC/SOCI	2053	Social Psychology	MC	Course description change	Fall 2020
GIS/GEOG	2343	Introduction to Geographic Information Systems	MC	Course description change	Fall 2020
MUSC	1721	Woodwind Ens	SC	Suppress Course	Fall 2020
MUSC	1741	Cello Choir	SC	Suppress Course	Fall 2020
MUSC	1761	String Ens	SC	Suppress Course	Fall 2020
MUSC	1771	Perc Ens	SC	Suppress Course	Fall 2020
ENGR	2903	Introduction to Manufacturing Service Systems	NC	New course that is for the AS in Engineering that is 2XXX level for OSU's Industrial Engineering degree	Fall 2020
CHEM	1365	General Chemistry for Engineers	MC	Pre req change to MATH 1513 with a C or better and removing the CHEM 1114 or high school chemistry requirement.	Fall 2020
INED	2443	Interpreting in Specialized Settings	MC	Course description change	Fall 2020