

**A Final Report on 2005-06 and Preliminary Report on 2006-07
Academic and Administrative Assessment Efforts at
Texas A&M University-Corpus Christi
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Background of the 2005-06 and 2006-07 Assessment Efforts

In academic year 2005-06, executives at Texas A&M University-Corpus Christi (TAMU-CC) developed a university-wide assessment system for both academic and administrative units based upon the well-established 5-column model developed by Nichols. Slightly different Excel templates were developed for the two types of units, but the notion of using 5-columns to track the assessment process through its stages (setting an objective, defining a measure, setting a performance level, reporting the findings/outcome, and recording plans for actions to take in response to findings) were consistent features in both the academic and administrative assessment plans adopted for the university. The Excel template also included worksheets for units to record actions they planned to take in the current year which were not necessarily assessable and to make requests for additional funds in a future budget cycle. This assessment process took a very broad, unified approach by taking into consideration outcomes at the program level for the academic side and at the department level for the administrative side. During fall semester of 2005, this assessment system was introduced to the campus and directors/department chairs were asked to complete the forms retrospectively; that is objectives and results from 2004-05 were reported in most 2005-06 assessment plans.

Much to the credit of the administrators spear-heading the project, response to the new assessment process was high and most units on campus completed retrospective assessment plans by the January 2006 deadline. In January of that year, the Office of Planning & Institutional Effectiveness received assessment plans from 39 academic units (out of approximately 67) and from 32 administrative units (out of approximately 46). Most of these plans recorded outcomes from the prior year. Because there were no additional financial or human resources invested in the assessment process, follow-up especially with fine-tuning individual plans or with specific budgetary requests was not possible.

To better address the assessment needs of the campus, I was hired in August of 2006 to coordinate the assessment process under the direction of Paul Orser and David Billeaux. The primary emphasis of the job during the fall semester was to concentrate on assisting with academic assessment. Once again a broad, unified approach was adopted which focused at the academic program level. The 5-column Excel academic assessment template was amended in fall 2006 to include four categories: (1) student learning outcomes; (2) faculty scholarly/creative activities; (3) faculty service; and (4) other outcomes. Also, all assessment templates were changed so that units could link to the university mission and to the 2015 Strategic Imperatives because by fall 2006, the goals and principles of the university were obsolete. In addition to changing the template, a new assessment cycle was developed. The new cycle called for the first three columns of the document to be completed during the fall semester, and then findings and actions plans to be completed at the end of the academic year. In this way, responsible parties

could set an objective at the beginning of the year and then assess the outcome and make plans for the next cycle at the end of the year.

Dave Billeaux and I made presentations during September at the College level to introduce the new, updated assessment system and to introduce me in my capacity as assessment coordinator for the university. Of utmost importance in these meetings was the introduction of student learning outcomes, as this concept was relatively new to the campus as a whole (although the accredited programs were very familiar with it.) The Provost required that all programs have their explicit student learning outcomes published in the next catalog and this requirement motivated many programs to develop their student learning outcomes early in the semester.

As follow-up to the College level meetings, I urged department chairs and program coordinators to meet with me individually to go over their assessment plans. Many of these administrators took me up on my offer and I believe this individual attention was helpful to them in most instances. One major focus of the individual meetings was to ensure that the student learning outcomes they developed also were measurable. Between September 1 and December 1, I had meetings with at least 22 academics and had dozens of email contacts regarding their assessment plans. My assistance ranged from informal discussions to formal presentations, and from facilitating a brainstorming session to offering advice to physically helping to construct a plan. The due date for submission of the first three columns of the 2006-07 assessment plan was December 15, 2006.

A secondary objective for the fall was to introduce the updated assessment plan and cycle to the administrative units. I began this process in October through emails to the various department heads, Assistant Vice Presidents, and Vice Presidents. I made formal presentations to Physical Plant, Enrollment Services, University Services, Accounting-Budget-Payroll, Computer & Media Services, Intercollegiate Athletics, the Art Museum, Human Resources, Institutional Advancement, University Outreach, and to three research institutes. Once again I encouraged individual follow-up meetings and have held several of these meetings over the semester.

Finally, the 2005-06 assessment plans were reviewed for all academic programs and administrative units and where the plans were incomplete, I made individual contacts to ensure that these plans were finished by the established deadline of December 15, 2006. Although most of the plans were completed the previous January, all administrative entities on campus submitted a completed plan for the 2005-06 cycle by the end of January 2007.

2005-06 Unit Assessment Plan Results

In the 2005-06 assessment cycle, 62 academic units were identified as eligible or otherwise volunteered to submit a plan. Some of the academic units that submitted plans in that year included plans for entire colleges (as for the College of Business and the College of Nursing & Health Science) and for certain departments. Of the 62 academic units, 10 programs either never submitted plans or did not complete the findings section of the assessment report. This is a completion rate of 83%. Table 1 shows the plans received.

58 administrative units were identified in the 2005-06 cycle as eligible to submit an assessment plan. By January 2007, 100% of the administrative units on campus had submitted completed unit plans for their offices. Table 2 shows the plans received.

In the 2005-06 assessment cycle, academic units were not instructed to focus on student learning outcomes and so few programs did. Topics most often considered as objectives in the academic assessment plans included teaching effectiveness, the scholarly and creative activity of faculty, staffing needs, and equipment needed for programs. In most cases, objectives were measured by a single assessment method. Several assessment plans had excellent examples of expected performance levels and set their standards fairly high, yet in other cases, expected performance level was confused with either the assessment method or with stating another objective. The summary of assessment findings in most cases directly related to the measurement method and the expected performance level, but again, there were several plans where the connection between the findings column and the measurement method and expected performance columns was loose or nonexistent. Several assessment plans did not have action plans explicitly stated, but in many cases, action plans were clearly outlined and were logically connected to the findings and objectives.

For the administrative units, the assessment plans were generally of high quality. Compared to academic programs, most administrative offices on campus have a longer history of performing some sort of assessment and have the added advantage of having built-in efficiency or other objectives for which they are evaluated by their superiors or by the state. Some offices submitted excellent plans with simple yet challenging objectives and performance goals, and completed the 2005-06 cycle with action plans based upon their findings. In a few isolated cases offices submitted plans with objectives, measures, and performance levels that were convoluted or confused, but this was not a wide-spread problem. On the whole, the quality of the administrative unit assessment plans was quite high, especially considering it was a first effort, and action plans produced were sensible and coherent.

It was obvious from the quality of some of the unit plans that more campus-wide training about assessment was required. In particular, more academic unit plans were of lower quality, so it is recommended that program personnel be approached on a case-by-case basis to assist with development of logical and coherent assessment plans. Also, the introduction of learning outcomes for the 2006-07 cycle required a huge effort because the concept was new to most faculty on campus. Training for assessment in general and about learning outcomes in particular is strongly advised to increase the quality of assessment plans in the future.

2006-07 Unit Assessment Plan Results as of February 1, 2007

The 2006-07 new unit plan format was introduced to the campus during September 2006. As mentioned earlier, the 2006-07 unit plan still used the Excel 5-column format as in the year before, but for academic programs, it included four separate sections: explicit student learning outcomes, faculty scholarly and creative activities, and faculty service, and “other” where objectives could be listed that did not fit into the other categories. The design of administrative unit plans was unchanged from the prior year.

A new cycle was introduced in which the fall semester is used for planning and for submitting the first three columns of the 2006-07 unit plan. The fall semester also is a time to complete the last two columns of unit plans from the previous year (2005-06) cycle. The due date for submission of the first three columns of 2006-07 plans was December 15, 2006. This deadline slipped to the end of January as different department heads tried to complete the assignment. By the end of January 2007, 61 or 100% of administrative unit plans were received (see Table 3) and 67 of 72 (93%) of academic unit plans were received (see Table 4.)

The administrative unit plans once again generally were of good quality and objectives were usually matched with measures and expected performance levels. I made personal presentations to several administrative offices across campus to present assessment concepts and to offer individualized assistance for creation of useful and manageable assessment plans. Throughout the fall semester I met one-on-one with department heads which I believe resulted in higher quality plans as several individuals needed some guidance in developing plans that were feasible and logical. It is noteworthy that submission compliance of the first three columns of the unit plans from the administrative units is 100%.

Over 90% of academic programs submitted unit plans by the due date. After discussion with and approval from the Provost, the College of Business submitted one plan for their undergraduate BBA degree rather than submit a plan for each undergraduate major. The Dean of the College of Business felt that assessment of the BBA was more in-line with the assessment requirements of their accrediting body and the Provost agreed. The College of Business did submit unit plans for each of their graduate programs (MAcc, MBA). After discussion with Paul Orser and Dave Billeaux, it was decided that departments and minor programs would be discouraged from submitting assessment plans and by January 2007 so that efforts in fall 2006 could be concentrated on programs and student learning outcomes. Consequently, no assessment plans were received from these units. At the end of March, the only programs not submitting unit plans were five programs in the Department of Physical and Environmental Sciences in the College of Science and Technology.

The South Texas Institute for the Arts is a special case worthy of mention. Director Bill Otten and Assistant Director Marilyn Ramey felt that the fiscal year cycle established for units on the campus was not an optimal one for their organization because STIA's cycle is based on the calendar year. Special permission was granted to STIA to submit the first three columns of their unit plan by April and submit findings and actions plans sometime early in the calendar year (by February). An initial 2007-08 unit plan from STIA was received early in April 2007.

For academic programs, this assessment cycle proved challenging mostly because of the additional requirement to establish and measure explicit student learning outcomes. Some faculty required additional feedback, brainstorming sessions, and explicit examples of student learning outcomes in their disciplines to aid in development of their own. Although not every program submitted a unit plan, 100% of programs submitted learning outcomes for the catalog by the deadline of November 15, 2006. These new learning outcomes will appear in the 2007-2008 university catalogs.

The quality of academic unit plans is higher in 2006-07 than in 2005-06, although there are still a few cases where measures do not agree with objectives and performance levels are not sensible. Some programs have outcomes that are not measurable or set performance levels that are not challenging. Although the norm is having one measure per objective, more and more plans contained multiple measures for objectives. Not only are more programs using multiple measures for each objective, but plans reflect the use of new and innovative methods of measurement. Attached to this report is a chart of all the methods used on campus to measure student learning outcomes (Table 5). The methods are collapsed into 33 categories. Hopefully this table will provide ideas about the kinds of measures that could be used for an objective so that measures can become more diverse within each major program.

The concept of measuring student learning rather than instructor teaching was a difficult paradigm shift for some. It was also difficult to explain why course grades are not enough of an indicator that students learned something. From some of the feedback I received, I learned it was extremely important to introduce basic concepts of assessment and to set a context for the importance of assessment in higher education. Many faculty did not appreciate or were unaware of the pressure on higher education institutions from accrediting bodies, from state legislators, and from the general public to demonstrate that the cost of a college education was worthwhile and that students were learning something. This sort of information needs to be readily available on our assessment website and should be part of the introduction of any assessment presentation.

It was also apparent that the Excel spreadsheet unit plan was problematic for some. Some persons on campus were unable to open or manipulate the spreadsheet and some even went as far as to recreate the look of the spreadsheets in Word documents and complete the assessment plans in that software. It was enough of a problem that some were disheartened and even more unhappy about performing assessment than they needed to be.

Another lesson learned from the fall 2006 experience was that keeping track of everyone's unit plan is a messy and difficult process the way we are doing it. Although I was supposed to receive completed plans by December 15th, some plans were not actually sent until weeks later and some had to be sent twice. There was deep confusion as to who should receive what when. There was no built-in review process so that superiors in the hierarchy could review or at least be aware of the goals and objectives of their managers or department heads. This process was frustrating not only for me on the receiving end, but for those persons I had to contact numerous times for copies of their plans. Sending the plans via email and maintaining the files on the server was a slow and imperfect process, although everyone's attitude was positive and helpful.

Upcoming changes for 2007-08

Based on our experiences with one and a half cycles of assessment, the university decided to purchase an assessment management system called WEAVEonline. WEAVE is a program created at Virginia Commonwealth University and is now managed by a private corporation closely associated with VCU. It requires no hardware or IT investment on the local end and it is managed completely through the Internet by programmers in Virginia. We purchased this software in January of 2007 and began the process of personalizing a format for TAMU-CC in the ensuing weeks.

One great benefit of WEAVE for TAMU-CC is that conceptually it is based upon the five column format we have used here for the last few years. WEAVE has entries for objectives, measures, expected performance levels, findings, and action plans. We believe this will make our transition to a web-based assessment management tool much simpler. WEAVE has the capability to tie each objective or goal of a unit to the overall mission and goals of the institution. There is a built-in review hierarchy and reports can be generated at almost any level so that plan development can be monitored. WEAVE has modules for writing summaries of the unit's performance over the past year which allows reviewers at any level to see how well a particular unit is performing and can act as yearly reports to administration. WEAVE also has the capability for curriculum mapping, something we will be looking into more as we roll out the program across campus.

The spring of 2007 will be spent inputting the first three columns from all the unit plans received for the 2007-07 cycle. During the summer we will be writing training documents and planning the rollout across the campus. A new version of WEAVE is anticipated during the summer of 2007, so it is our hope that we can launch WEAVE version 4 and have only one training session on campus. We hope to have training in computer labs as early in the fall semester as possible and to have follow-up training sessions throughout the semester. WEAVE also has the capability to create a new cycle based upon the old cycle, so we can automatically copy the 2006-07 assessment plans into the 2007-08 new cycle without requiring additional data entry. Those of us who are getting familiar with WEAVE have found it user friendly and easy to learn, so we are optimistic that the rest of the campus will embrace this new assessment tool with as much enthusiasm as we have for it.

Table 1.
2005-2006 Academic Year Assessment Management
All Academic Programs

Academic Area	Degree	College	Dept	1/31/07 Status
College of Business – all		BUS		done
Counseling	MS	EDU	DC&P	never done
Counselor Education	PhD	EDU	DC&P	never done
Curriculum & Instruction Department – all		EDU	DC&I	done
Curriculum and Instruction	MS	EDU	DC&I	done
Curriculum and Instruction	EdD	EDU	DC&I	na
Early Childhood Education	MS	EDU	DC&I	na
Reading	MS	EDU	DC&I	done
Ed Administration & Research Dept – all		EDU	DEAR	na
Educational Administration	MS	EDU	DEAR	done
Educational Leadership	EdD	EDU	DEAR	done
Educational Technology	MS	EDU	DSS	done
Special Education	MS	EDU	DSS	done
Occupational Training& Development	BS	EDU	DSS	done
Occupational Training& Development	MS	EDU	DSS	done
Bilingual Ed Delivery System – UG	cert	EDU	DSS	done
ESL Supplemental Certificate	cert	EDU	DSS	done
Health Science Tech Ed Certification	cert	EDU	DSS	done
Trade & Industrial Ed Certification	cert	EDU	DSS	done
Dept of Special Services – Department	all	EDU	DSS	done
Special Ed Delivery System – UG	cert	EDU	DSS	done
Ed Diagnostician Certification	cert	EDU	DSS	done
Dept of Teacher Education – Department	all	EDU	DTE	done
Kinesiology Dept – BS/MS	BS/MS	EDU	KINE	done
Art – Undergrad programs	BA/BFA	LIBARTS	ART	done
Art, Studio – grad programs	MA/MFA	LIBARTS	ART	done
Communication	BA	LIBARTS	C&T	done
Criminal Justice	BS	LIBARTS	SS	need results
Economics	BA	LIBARTS	SS	never done
English	BA	LIBARTS	ENGL	done
English	MA	LIBARTS	ENGL	done
History	BA	LIBARTS	HUM	done
History	MA	LIBARTS	HUM	done
Philosophy (minor)	UG	LIBARTS	HUM	done
Interdisciplinary Studies	MA	LIBARTS		never done
Music Dept – BA/BM	BA/BM	LIBARTS	MUS	done
Political Science	BA	LIBARTS	SS	done
Psychology	BA	LIBARTS	PSYC	done
Psychology	MA	LIBARTS	PSYC	done
Public Administration	MPA	LIBARTS	SS	need results
Sociology	BA	LIBARTS	SS	done
Spanish	BA	LIBARTS	HUM	done
Theatre	BA	LIBARTS	C&T	done

Table 1 (continued)
2005-2006 Academic Year Assessment Management
All Academic Programs

Academic Area	Degree	College	Dept	1/31/07 Status
College of Nursing & Health Sciences - all		N&HS	NURS	done
Biology	BS	S&T	LSCI	done
Biology	MS	S&T	LSCI	done
Biomedical Sciences	BS	S&T	LSCI	done
Chemistry	BS	S&T	PENS	need results
Clinical Lab Science	BS	S&T	LSCI	phase out
Coastal Marine System Science	PhD	S&T	PENS	done
Computer Science	BS	S&T	CSCI	done
Computer Science	MS	S&T	CSCI	done
Electrical Engineering Technology	BS	S&T	CSCI	done
Environmental Science	BS	S&T	PENS	need results
Environmental Science	MS	S&T	PENS	need results
Geographic Information Science	BS	S&T	CSCI	done
Geology	BS	S&T	PENS	done
Mariculture	MS	S&T	LSCI	done
Mathematics	BS	S&T	MATH	done
Mathematics	MS	S&T	MATH	need results
Mechanical Engineering Technology	BS	S&T	CSCI	done
Honors Program	UG			done
University Core Curriculum	UG			done
Bell Library				never done

Table 2
2005-2006 Academic Year Assessment Plans Received
All Administrative Units

Department	Division	1/31/07 Status
Accounting Services	Comptroller	done
Bursar	Comptroller	done
Budget	Comptroller	done
Payroll	Comptroller	done
Equal Opportunity, Training & Development	EOER	done
Human Resources	HR	done
Physical Plant	Physical Plant	done
Building Maintenance	Physical Plant	done
Construction	Physical Plant	done
Custodial Services	Physical Plant	done
Environmental Health and Safety	Physical Plant	done
Grounds Maintenance	Physical Plant	done
HVAC	Physical Plant	done
Plant Support	Physical Plant	done
Police	Police	done
Advancement Services	Institutional Advancement	done
Alumni Relations	Institutional Advancement	done
Development	Institutional Advancement	done
Ass't VP Development	Institutional Advancement	done
Institutional Advancement	Institutional Advancement	done
Marketing & Communications	Institutional Advancement	done
Education & Youth Issues	Community Outreach	done
Events Management	Community Outreach	done
Family Life Center	Community Outreach	done
Pollution Prevention Partnership	Community Outreach	done
Workforce & Economic Development	Community Outreach	done
University Bookstore	University Services	done
Dining Services	University Services	done
Postal Services	University Services	done
Printing Services	University Services	done
SandDollar	University Services	done
Art Museum	Art Museum	done
Career Services	Student Affairs	done
Disability Services	Student Affairs	done
Judicial Affairs	Student Affairs	done
Recreational Sports	Student Affairs	done
Student Activities	Student Affairs	done
Counseling Center	Student Affairs	done
Women's Center	Student Affairs	done
University Housing	Student Affairs	done
Enrollment Management	Enrollment Management	done
Admissions & Records	Enrollment Management	done
Academic Testing	Enrollment Management	done
Academic Advising Transition Center	Enrollment Management	done

Table 2 (continued)
2005-2006 Academic Year Assessment Plans Received
All Administrative Units

Department	Division	1/31/07 Status
Financial Aid	Enrollment Management	done
TRIO student Support	Enrollment Management	done
Tutoring & Learning Center	Enrollment Management	done
TRIO Upward Bound	Enrollment Management	done
Veterans Affairs	Enrollment Management	done
Administrative Computing	AVP Technology	done
Computer Help Desk	AVP Technology	done
Media Services	AVP Technology	done
Microcomputer Services	AVP Technology	done
Networking	AVP Technology	done
Technical Services	AVP Technology	done
Telecom	AVP Technology	done
Planning & Institutional Effectiveness	OPIE	done
Graduate Studies & Research	Academic Affairs	done

Table 3.
2006-2007 Academic Year Assessment Plans Received
All Administrative Units

Department	Division	1/31/07 Status
Accounting Services	Comptroller	received
Bursar	Comptroller	received
Budget	Comptroller	received
Payroll	Comptroller	received
Purchasing	Comptroller	received
Equal Opportunity, Training & Development	EOER	received
Human Resources	HR	received
Building Maintenance	Physical Plant	received
Construction	Physical Plant	received
Custodial Services	Physical Plant	received
Environmental Health/Safety	Physical Plant	received
Grounds Maintenance	Physical Plant	received
HVAC	Physical Plant	received
Plant Support	Physical Plant	received
Police	Police	received
Administrative Computing	AVP Technology	received
Computer Help Desk	AVP Technology	received
Media Services	AVP Technology	received
Microcomputer Services	AVP Technology	received
Networking	AVP Technology	received
Technical Services	AVP Technology	received
Telecom	AVP Technology	received
Academic Information	AVP Technology	received
Advancement Services	Institutional Advancement	received
Alumni Relations	Institutional Advancement	received
Development	Institutional Advancement	received
Ass't VP Development	Institutional Advancement	received
Institutional Advancement	Institutional Advancement	na
Marketing & Communications	Institutional Advancement	received
Foundation Relations	Institutional Advancement	received
Education & Youth Issues	Community Outreach	received
Events Management	Community Outreach	received
Family Life Center	Community Outreach	na
Pollution Prevention Partnership	Community Outreach	received
Workforce & Economic Development	Community Outreach	received
Harte Research Institute	President	received
Center for Coastal Studies	Dean S&T	received
Blucher Institute	Dean S&T	received
University Bookstore	University Services	NA
Dining Services	University Services	NA
Postal Services	University Services	received
Printing Services	University Services	received
SandDollar	University Services	received

Table 3 (continued)
2006-2007 Academic Year Assessment Plans Received
All Administrative Units

Department	Division	1/31/07 Status
University Services	University Services	received
Art Museum	President	received
Career Services	Student Affairs	received
Disability Services	Student Affairs	received
Judicial Affairs	Student Affairs	received
Recreational Sports	Student Affairs	received
Student Activities	Student Affairs	received
Counseling Center	Student Affairs	received
University Housing	Student Affairs	received
Health Center	Student Affairs	received
Women's Center	Student Affairs	received
Enrollment Management	Enrollment Management	received
Admissions & Records	Enrollment Management	received
Academic Testing	Enrollment Management	received
Academic Advising Transition Center	Enrollment Management	received
Financial Aid	Enrollment Management	received
TRIO student Support	Enrollment Management	received
Tutoring & Learning Center	Enrollment Management	received
TRIO Upward Bound	Enrollment Management	received
Veterans Affairs	Enrollment Management	received
Planning & Institutional Effectiveness	OPIE	received
Athletics	President	received

Table 4.
2006-2007 Academic Year Assessment Plans Received
All Academic Degree Programs

Academic Area	Degree	College	1/31/07 Status
Accounting	BBA	BUS	na
Accounting	Macc	BUS	received
Business	MBA	BUS	received
Business, General	BBA	BUS	received
Economics	BBA	BUS	na
Finance	BBA	BUS	na
Management	BBA	BUS	na
Management Information Systems	BBA	BUS	na
Marketing	BBA	BUS	na
Athletic Training	BS	EDU	received
Counseling	MS	EDU	received
Counselor Education	PhD	EDU	received
Curriculum and Instruction	MS	EDU	received
Curriculum and Instruction	EdD	EDU	received
Early Childhood Education	MS	EDU	received
Educational Administration	MS	EDU	received
Educational Leadership	EdD	EDU	received
Educational Technology	MS	EDU	received
Elementary Education	MS	EDU	received
BSIS- 4-8 Math	BSIS	EDU	received
BSIS EC-4 Bilingual	BSIS	EDU	received
BSIS EC-4 General	BSIS	EDU	received
BSIS EC-12 Special Ed	BSIS	EDU	received
Kinesiology-EC-12	BS	EDU	received
Kinesiology-Exercise Science	BS	EDU	received
Kinesiology-Sports Management	BS	EDU	received
Kinesiology	MS	EDU	received
Occupational Training& Development	BS	EDU	received
Occupational Training& Development	MS	EDU	received
Reading	MS	EDU	received
Secondary Education	MS	EDU	received
Special Education	MS	EDU	received
Health Science Technology Ed	cert	EDU	received
Trade & Industrial Ed certification	cert	EDU	received
Education Diagnostician certification	cert	EDU	received
ESL certification	cert	EDU	received
Bilingual Education certification	cert	EDU	received
Bilingual Ed delivery system	cert	EDU	received
Special Ed delivery system	cert	EDU	received
Art	BA	LIBARTS	received
Art	BFA	LIBARTS	received
Art, Studio	MA	LIBARTS	received
Art, Studio	MFA	LIBARTS	received

Table 4.
2006-2007 Academic Year Assessment Plans Received
All Academic Degree Programs

Academic Area	Degree	College	1/31/07 Status
Communication	BA	LIBARTS	received
Criminal Justice	BS	LIBARTS	received
Economics	BA	LIBARTS	received
English	BA	LIBARTS	received
English	MA	LIBARTS	received
History	BA	LIBARTS	received
History	MA	LIBARTS	received
Interdisciplinary Studies	MA	LIBARTS	phase out
Music	BA	LIBARTS	received
Music	BM	LIBARTS	received
Political Science	BA	LIBARTS	received
Psychology	BA	LIBARTS	received
Psychology	MA	LIBARTS	received
Public Administration	MPA	LIBARTS	received
Sociology	BA	LIBARTS	received
Spanish	BA	LIBARTS	received
Theatre	BA	LIBARTS	received
Health Sciences	BSHS	N&HS	received
Nursing	BSN	N&HS	received
Nursing	MSN	N&HS	received
Biology	BS	S&T	received
Biology	MS	S&T	received
Biomedical Sciences	BS	S&T	received
Chemistry	BS	S&T	
Clinical Lab Science	BS	S&T	phase out
Coastal Marine System Science	PhD	S&T	
Computer Science	BS	S&T	received
Computer Science	MS	S&T	received
Electrical Engineering Technology	BS	S&T	received
Environmental Science	BS	S&T	
Environmental Science	MS	S&T	
Geographic Information Science	BS	S&T	received
Geology	BS	S&T	
Mariculture	MS	S&T	received
Mathematics	BS	S&T	received
Mathematics	MS	S&T	received
Mechanical Engineering Technology	BS	S&T	received
Library			received
LEGEND:			
na = All BBA submitted as one program			

Table 5. 2006-07 Student Learning Outcomes Assessment Methods Used

Academic Area-Degree	written comp exam	written thesis	thesis oral defense	portfolio	exit interview/survey	alumni survey	course embedded assignments/research papers, essays	ClassAct	Major Field Test	Licensure exam/other certifications	TEXES	In-house assessment exam	State certification	Student teaching grade	dissertation	clinical skills rating	capstone project/course	present at conference	teaching evaluations	formal critiques/juries	exhibitions	pre-tests/post-tests	department survey	outside review of paper	placement in further grad study or employment	nationally normed test	senior survey	evaluations of clinical performance	survey of employers	exit jury	concept maps	NCLEX	GRE		
Core Curriculum Program				X																		X													
Honors Program								X																											
Accounting-BBA							X		X																										
Accounting-Macc							X		X																										
Business-MBA							X		X																										
Business, General-BBA							X		X																										
Economics-BBA							X		X																										
Finance-BBA							X		X																										
Management-BBA							X		X																										
Management Information Systems-BBA							X		X																										
Marketing-BBA							X		X																										
Athletic Training-BS										X																									
Counseling-MS	X										X					X																			
Counselor Education-PhD																		X	X																
Curriculum and Instruction-MS							X										X																		
Curriculum and Instruction-EdD	X														X																				
Early Childhood Education-MS*																																			
Educational Administration-MS	X										X		X																						
Educational Leadership-EdD	X		X												X																				
Educational Technology-MS	X						X					X																							
Elementary Education-MS											X		X	X			X																		
BSIS- 4-8 Math-BSIS											X		X	X																					
BSIS EC-4 Bilingual-BSIS											X		X	X																					
BSIS EC-4 General-BSIS											X		X	X																					

