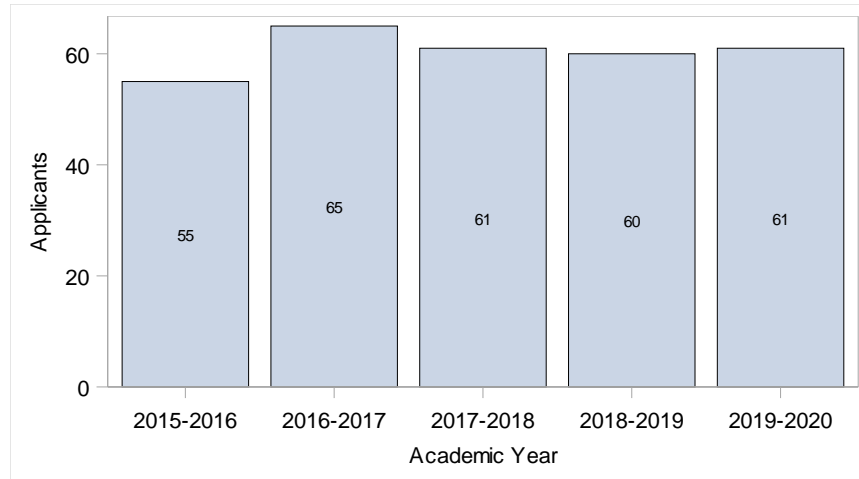


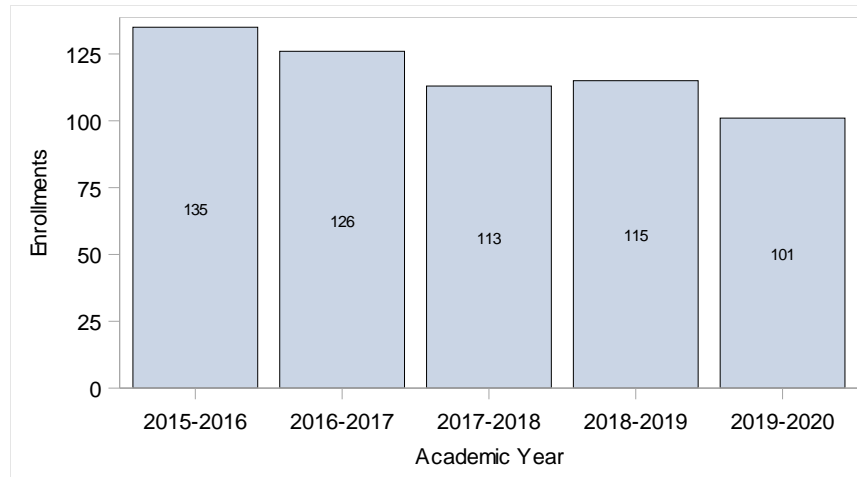
Texas A&M University-Central Texas Program Review Data
Bachelor of Science in Education

Table 4. Applied, Admitted, and Newly Enrolled Students. The number of applicants, admissions, and students newly enrolled in the program in the fall semester of the academic year identified. The applied, admitted, and enrolled counts include only students who identified the program on their applications to the university. Additionally, the table includes counts of students who indicated a different program on their application to the university but elected to enroll in the program upon admission. Counts include both students new to the program and students previously enrolled who returned after stopping out one or more semesters.



Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Applied	55	65	61	60	61
Admitted	54	63	58	55	59
Enrolled	43	29	29	31	47
Enrolled after Applying to a Different Program	3	3	1	2	2
College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Applied	112	144	136	159	174
Admitted	107	139	129	150	164
Enrolled	80	77	75	84	115
University	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Applied	661	956	845	853	950
Admitted	626	900	791	780	885
Enrolled	473	520	459	459	538

Table 5. Annual Unduplicated Headcount. Counts of unique students attending the program in a given year. Students who change majors are counted in the program last enrolled. Students enrolled in multiple semesters are counted once each year. The counts include self-reported gender and race/ethnicity. Counts of Hispanic students include students identified regardless of the identified race. The other race category includes students who identified in races not presented in the table. The table includes the census date classification of students of the last semester attended in the academic year. Students who enroll in 12 undergraduate or 9 graduate hours in any semester during the year are categorized as full-time; otherwise, they are categorized as part-time. Counts for race/ethnicity and age are masked for values fewer than five and denoted by period.

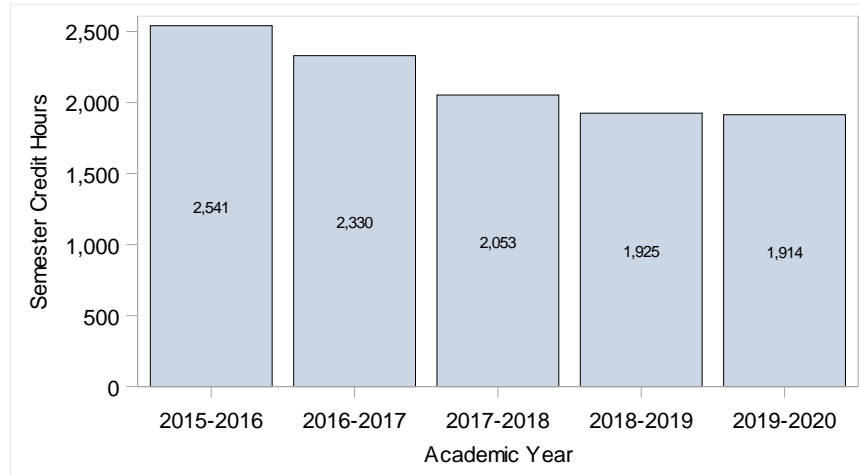


Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	135	126	113	115	101
1 Female	124	113	96	96	85
2 Male	11	13	17	19	16
1 White	75	76	58	66	48
2 Hispanic	33	34	35	33	30
3 African American	20	.	15	.	18
4 Other	7	.	5	.	5
2 Sophomore	6	13	7	8	12
3 Junior	28	28	29	35	20
4 Senior	100	85	77	72	69
5 Post-Baccalaureate	1	0	0	0	0
Full-Time	67	74	69	60	53
Part-Time	68	52	44	55	48
C 18	.	.	.	.	.
D 19 to 21	16	12	15	19	21
E 22 to 24	35	32	25	26	23
F 25 to 34	56	53	49	40	28
G 35 to 50	25	24	20	26	23
H 51 to 64	.	.	.	.	.

College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
College of Education & Human Development - Undergraduate	394	370	338	369	385
1 Female	334	317	277	284	297
2 Male	60	53	61	85	88
1 White	162	160	133	146	137
2 Hispanic	94	93	91	109	104
3 African American	109	93	94	98	116
4 Other	29	24	20	16	28
2 Sophomore	26	32	27	32	44
3 Junior	98	97	93	119	128
4 Senior	264	238	214	217	205
5 Post-Baccalaureate	6	3	4	1	8
Full-Time	187	176	154	158	163
Part-Time	207	194	184	211	222
B 17	.	.	.	.	.
C 18	.	.	.	.	.
D 19 to 21	33	31	38	49	54
E 22 to 24	73	71	66	84	91
F 25 to 34	170	153	135	134	123
G 35 to 50	104	102	88	90	95
H 51 to 64	14	12	9	10	15

University	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
University - Undergraduate	2,645	2,726	2,595	2,535	2,546
1 Female	1,598	1,630	1,519	1,482	1,514
2 Male	1,047	1,096	1,076	1,053	1,032
1 White	1,085	1,125	1,065	1,025	984
2 Hispanic	582	592	605	616	643
3 African American	744	783	723	701	714
4 Other	234	226	202	193	205
1 Freshman	18	11	0	0	0
2 Sophomore	228	237	244	239	274
3 Junior	718	762	682	666	709
4 Senior	1,601	1,619	1,591	1,573	1,510
5 Post-Baccalaureate	80	97	78	57	53
Full-Time	1,006	1,072	1,023	1,063	1,090
Part-Time	1,639	1,654	1,572	1,472	1,456
A Under 17	.	.	.	.	.
B 17	.	.	.	.	.
C 18	.	5	5	9	32
D 19 to 21	175	168	191	222	239
E 22 to 24	338	389	396	423	443
F 25 to 34	1,023	1,032	936	876	880
G 35 to 50	937	942	875	836	781
H 51 to 64	170	185	181	160	157
I 65 and Over	.	5	9	8	12

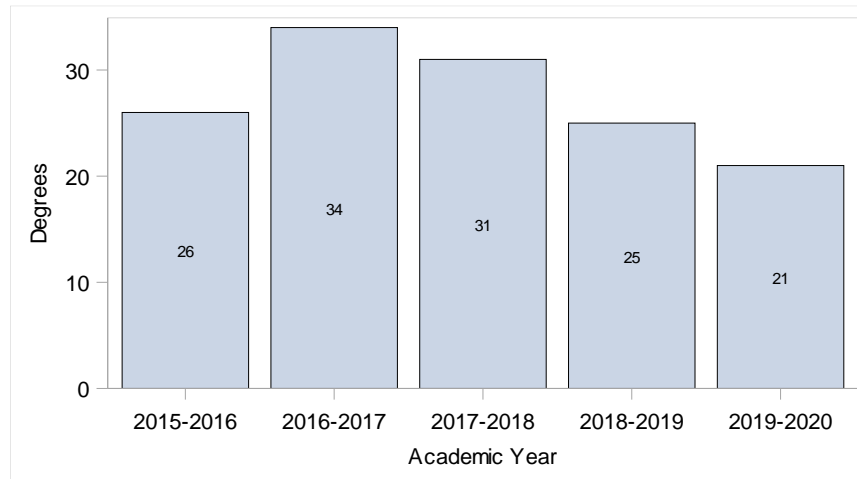
Table 6. Semester Credit Hours. Hours attended by students who declared the program as their major in the year indicated by level, gender, race and ethnicity, and student classification. Hours include all course enrollments by the students in the program, including those taught outside the program's department and college (i.e., electives and courses required for minors).



Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	2,541	2,330	2,053	1,925	1,914
1 Female	2,328	2,167	1,755	1,540	1,623
2 Male	213	163	298	385	291
1 White	1,464	1,251	1,114	1,126	978
2 Hispanic	648	706	618	538	567
3 African American	291	292	276	222	279
4 Other	138	81	45	39	90
2 Sophomore	93	93	81	69	96
3 Junior	735	467	602	636	513
4 Senior	1,704	1,770	1,370	1,220	1,305
5 Post-Baccalaureate	9	0	0	0	0

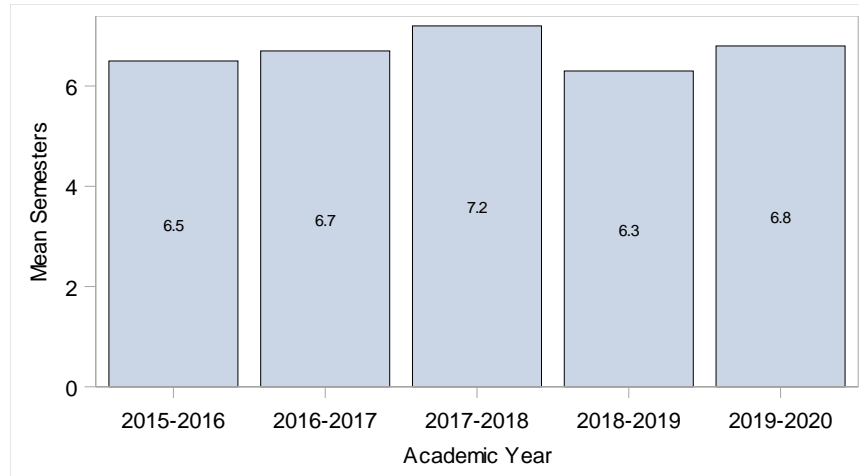
College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
College of Education & Human Development - Undergraduate	7,322	6,818	6,308	6,440	6,879
1 Female	6,171	5,980	5,213	4,970	5,482
2 Male	1,151	838	1,095	1,470	1,397
1 White	3,187	2,820	2,588	2,658	2,732
2 Hispanic	1,839	1,741	1,808	1,902	1,831
3 African American	1,809	1,748	1,613	1,615	1,817
4 Other	487	509	299	265	499
1 Freshman	9	0	0	9	0
2 Sophomore	444	423	435	590	627
3 Junior	2,285	2,223	2,091	2,239	2,746
4 Senior	4,521	4,140	3,749	3,590	3,430
5 Post-Baccalaureate	63	32	33	12	76
University	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
University - Undergraduate	42,726	43,626	42,174	42,337	42,102
1 Female	26,206	26,912	25,064	24,432	25,222
2 Male	16,520	16,714	17,110	17,905	16,880
1 White	18,158	18,248	17,441	17,534	16,396
2 Hispanic	9,495	9,314	9,980	9,985	10,646
3 African American	11,541	12,290	11,586	11,487	11,504
4 Other	3,532	3,774	3,167	3,331	3,556
1 Freshman	126	51	6	9	0
2 Sophomore	3,377	3,295	3,611	3,528	4,370
3 Junior	13,497	14,173	13,147	13,583	13,807
4 Senior	24,686	24,895	24,507	24,530	23,342
5 Post-Baccalaureate	1,040	1,212	903	687	583

Table 7. Annual Degrees Awarded. The counts of degrees awarded by the program each year disaggregated by gender and race/ethnicity.



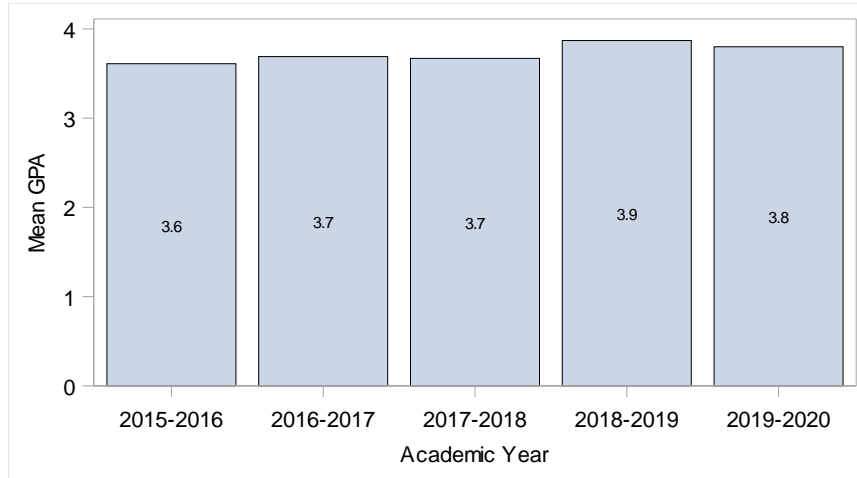
Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	26	34	31	25	21
1 Female	23	31	30	22	15
2 Male	3	3	1	3	6
1 White	15	25	12	17	12
2 Hispanic	8	7	11	8	6
3 African American	.	.	.	.	.
4 Other	.	.	.	.	.
College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
College of Education & Human Development - Undergraduate	95	89	78	93	72
1 Female	79	79	70	76	57
2 Male	16	10	8	17	15
1 White	43	46	30	39	24
2 Hispanic	20	21	21	30	24
3 African American	28	17	22	20	21
4 Other	4	5	5	4	3
University	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
University - Undergraduate	583	583	624	604	600
1 Female	375	363	398	359	359
2 Male	208	220	226	245	241
1 White	247	267	255	265	250
2 Hispanic	125	121	142	138	143
3 African American	160	144	170	156	157
4 Other	51	51	57	45	50

Table 8. Semesters-to-Degree. The average number of semesters students attend classes at the university to complete the program. The average excludes the semesters attended to complete lower-level work at community colleges or other universities. The averages include students completing a degree in the year indicated. The reported values exclude students persisting or no longer enrolled at the university. The averages exclude students completing a second degree at the same level.



Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	6.5	6.7	7.2	6.3	6.8
College of Education & Human Development - Undergraduate	6.0	6.4	6.3	6.4	6.5
University - Undergraduate	6.3	6.3	6.4	6.3	6.6

Table 9. Mean Institutional Grade Point Average (GPA). The mean GPA of students completing the program. The means do not include GPAs of those yet to complete the program, either persisting, stopping out, or dropping out. Grade points for courses transferred into the university are excluded; the averages only include university offered and attended courses—the university grades on a 4.0-grade scale. The means do not include courses where students received a grade other than an A through F (i.e., Pass/Fail or Incomplete).

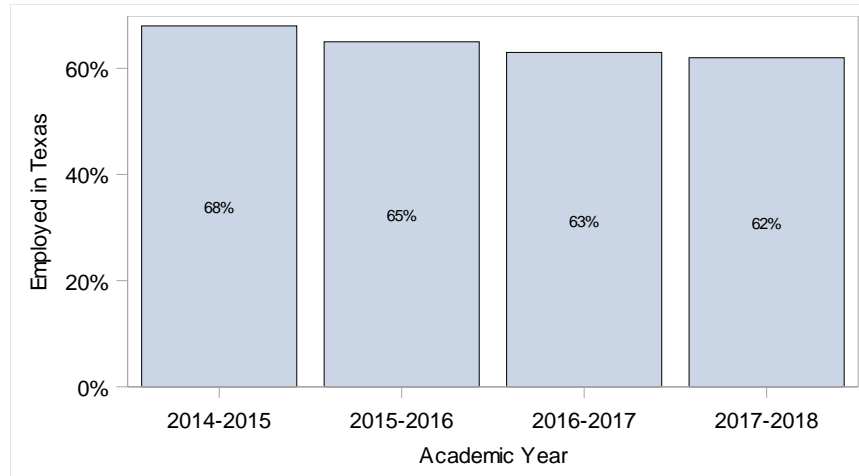


Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	3.6	3.7	3.7	3.9	3.8
College of Education & Human Development - Undergraduate	3.5	3.5	3.5	3.5	3.4
University - Undergraduate	3.4	3.4	3.4	3.4	3.4

Table 10. Marketable Skills. Students respond to questions on the graduation survey related to marketable skills to indicate perceived gains. The table indicates the percentage of responding graduates who responded as either competent, expert, or advanced.

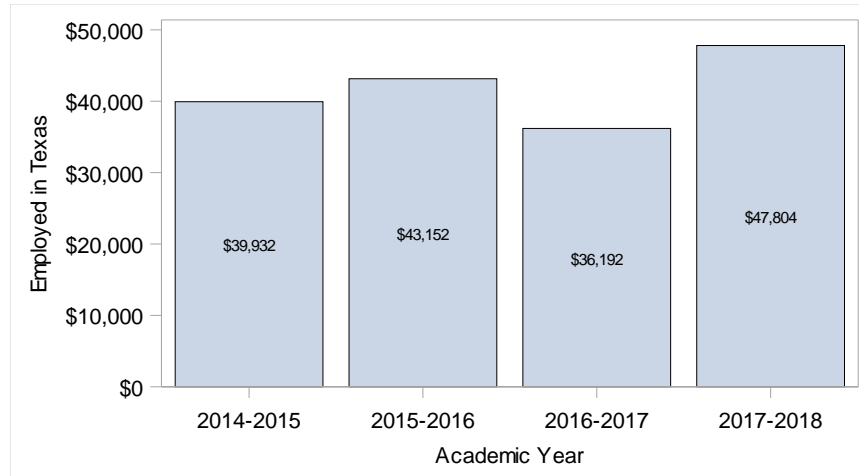
Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Computer Science	.	.	100.0	80.0	82.4
Decision Making	.	.	100.0	85.7	87.5
Discipline-Specific Knowledge	.	.	94.7	90.0	82.4
Ethical and Social Responsibility	.	.	100.0	95.0	88.2
Global Diversity	.	.	87.5	75.0	76.5
Information Processing	.	.	100.0	85.0	82.4
Planning	.	.	100.0	95.0	82.4
Problem Solving	.	.	100.0	90.5	82.4
Quantitative Analysis	.	.	.	80.0	82.4
Selling	.	.	.	80.0	82.4
Teamwork	.	.	100.0	95.2	82.4
Verbal Communication	.	.	100.0	85.0	82.4
Written Communication	.	.	100.0	80.0	82.4
College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Computer Science	.	.	86.7	86.0	92.7
Decision Making	.	.	100.0	93.0	92.7
Discipline-Specific Knowledge	.	.	85.3	82.5	87.3
Ethical and Social Responsibility	.	.	95.1	94.7	94.5
Global Diversity	.	.	90.5	82.5	87.3
Information Processing	.	.	100.0	93.0	94.5
Planning	.	.	94.4	93.0	92.7
Problem Solving	.	.	97.6	94.8	94.6
Quantitative Analysis	.	.	72.7	78.9	83.6
Selling	.	.	83.3	71.9	78.2
Teamwork	.	.	91.1	93.1	94.6
Verbal Communication	.	.	97.4	89.5	94.5
Written Communication	.	.	95.7	86.0	90.9
University	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Computer Science	.	.	91.7	86.3	86.6
Decision Making	.	.	97.1	94.6	95.0
Discipline-Specific Knowledge	.	.	91.5	89.3	89.8
Ethical and Social Responsibility	.	.	97.0	95.8	96.2
Global Diversity	.	.	92.2	90.9	90.7
Information Processing	.	.	94.2	94.9	94.2
Planning	.	.	96.1	91.7	93.6
Problem Solving	.	.	97.3	95.4	96.2
Quantitative Analysis	.	.	89.1	81.4	84.3
Selling	.	.	80.2	75.7	75.0
Teamwork	.	.	97.3	93.5	93.3
Verbal Communication	.	.	93.7	90.9	93.9
Written Communication	.	.	95.1	85.5	90.4

Table 11. Employed in Texas. The Texas Exit Cohort Report published each year by the Texas Higher Education Coordinating Board (THECB) provides the percentage of graduates employed in Texas one year after graduation. The report matches graduates to state employment records one year after graduation. The report does not include students who are self-employed or working outside of Texas. Values are suppressed for metrics with five or fewer graduates.



Employment Rate	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Bachelor of Science in Education	68.2	65.3	63.1	62.5	.
College of Education & Human Development - Undergraduate	63.0	62.9	63.3	60.7	.
University - Undergraduate	66.7	63.2	55.7	58.5	.

Table 12. Mean Salary. The Texas Exit Cohort Report published each year by the Texas Higher Education Coordinating Board (THECB) provides the mean salaries of graduates employed in Texas one year after graduation. The report matches graduates to state employment records one year after graduation. The report does not include students who are self-employed or working outside of Texas. Values are suppressed for metrics with five or fewer graduates.



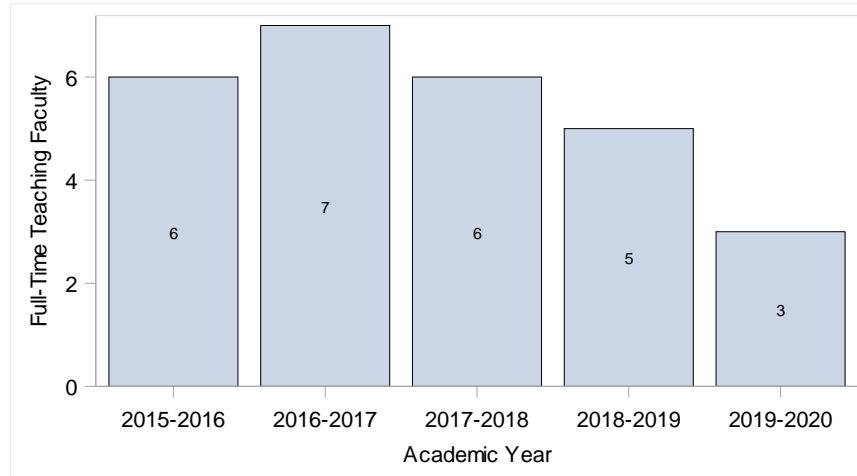
Average Annual Salary	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Bachelor of Science in Education	\$39,932	\$43,152	\$36,192	\$47,804	.
College of Education & Human Development - Undergraduate	\$34,064	\$33,632	\$30,410	\$40,525	.
University - Undergraduate	\$35,609	\$35,006	\$36,434	\$39,463	.

Table 13. Student Success Rates. Fall-to-fall success rates include the count of students newly enrolling each fall semester and the percentage of those students who enrolled the following fall semesters or graduated from the program. Students who changed majors during their academic careers are excluded from both the numerators and denominators. The student counts include newly enrolled students for the fall of the indicated academic year, where the students do not persist at the university in a different major. Persistence rates lag a year, and missing values are shown for the later years due to pending data. Instances, where students do not persist at the university in a different major and are not enrolled or graduated, are presented as zero.

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	31	12	13	19	28
First Year	74.2	66.7	76.9	68.4	64.3
Second Year	67.7	58.3	69.2	63.2	.
Third Year	67.7	58.3	69.2	.	.
Fourth Year	67.7	58.3	.	.	.
College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	67	50	59	64	97
First Year	73.1	68	71.2	65.6	57.7
Second Year	70.1	68	64.4	60.9	.
Third Year	68.7	72	64.4	.	.
Fourth Year	67.2	70	.	.	.
University	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	475	484	433	432	526
First Year	73.1	71.5	73.4	72.9	68.6
Second Year	66.5	64.7	65.4	68.5	.
Third Year	63.8	62.6	62.4	.	.
Fourth Year	62.7	61.6	.	.	.

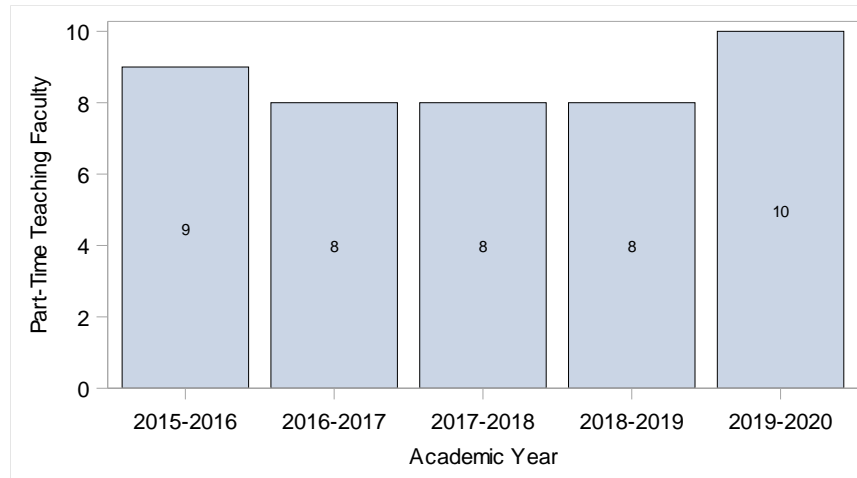
Ideally, reviewers would prefer to see counts of faculty teaching students in a given program. However, many faculty teach students in a variety of programs at the university versus a single program. The tables below offer reviewer's counts of faculty available to support the program by providing counts of faculty who taught subjects managed by the same department and at the same level as the evaluated program. Full-time teaching faculty will have taught four undergraduate or three graduate courses during one or more semesters in the academic year. Some full-time faculty perform duties prohibiting them from teaching a full-time course load. Those faculty, while full-time, are counted as part-time teaching faculty. The tables include counts by rank, race/ethnicity, gender, and age.

Table 14. Department Full-Time Teaching Faculty.



Department Full-Time Teaching Faculty	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	6	7	6	5	3
Assistant Professor	4	3	2	2	0
Associate Lecturer	0	0	0	1	0
Associate Professor	2	3	2	1	2
Visiting Faculty	0	1	2	1	1
1 Female	5	6	4	2	2
2 Male	1	1	2	3	1
1 White	4	3	4	4	3
3 African American	0	1	0	1	0
4 Other	2	3	2	0	0
C 31 to 40	3	2	1	0	0
D 41 to 50	1	1	0	1	1
E 51 to 60	1	3	3	3	1
F 61 to 65	0	0	1	0	1
G Greater Than 65	1	1	1	1	0

Table 15. Department Part-Time Teaching Faculty.

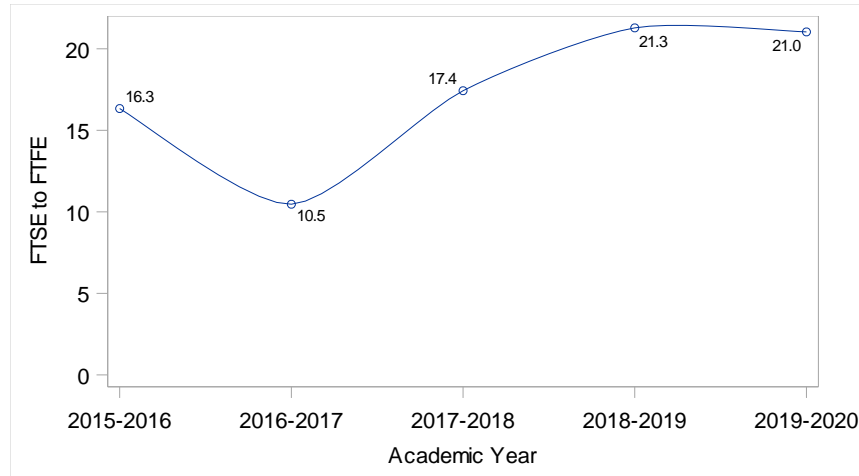


Department Part-Time Teaching Faculty	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	9	8	8	8	10
Adjunct Faculty	6	7	6	8	9
Assistant Professor	2	1	2	0	0
Associate Professor	1	0	0	0	1
1 Female	5	4	7	7	9
2 Male	4	4	1	1	1
1 White	2	4	5	5	9
2 Hispanic	2	2	1	2	1
3 African American	2	0	1	1	0
4 Other	3	2	1	0	0
B 20 to 30	1	1	0	0	0
C 31 to 40	1	0	2	2	1
D 41 to 50	4	3	2	1	1
E 51 to 60	3	4	2	2	3
F 61 to 65	0	0	1	2	2
G Greater Than 65	0	0	1	1	3

Table 16. Department Teaching Faculty, Teaching Load. Teaching Load, Full- and Part-Time Teaching Faculty – Average sections taught by full-time or part-time teaching faculty in the department and college that the program is administered and for the university at the same level as the program. The measure indicates the instructional load of faculty. It does not account for faculty members with administrative workload credits.

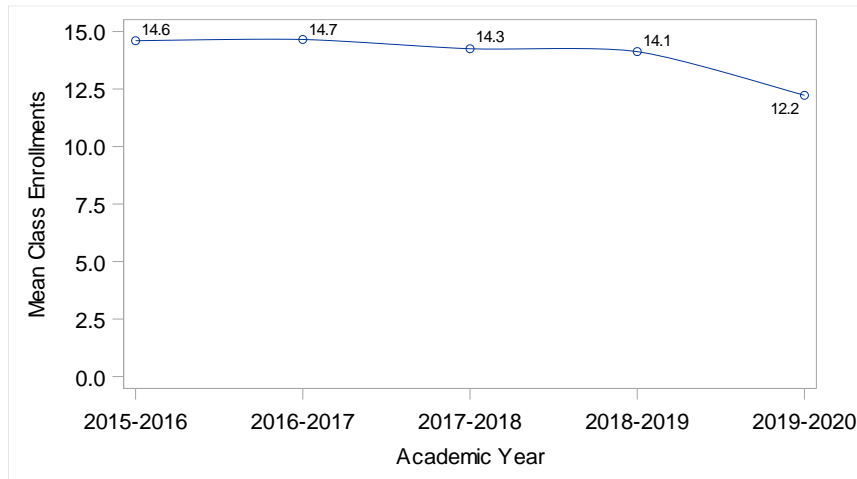
Full-Time, Fall	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	3.5	3.3	3.0	3.5	5.0
College of Education & Human Development - Undergraduate	3.0	2.8	3.8	3.8	4.6
University - Undergraduate	3.3	3.5	3.7	3.3	3.5
Full-Time, Spring	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	4.5	2.7	2.7	3.5	3.5
College of Education & Human Development - Undergraduate	3.6	2.5	2.8	3.7	3.4
University - Undergraduate	3.6	3.2	3.2	3.0	3.4
Part-Time, Fall	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	1.5	2.0	1.5	1.0	2.0
College of Education & Human Development - Undergraduate	1.5	1.8	1.5	1.5	1.7
University - Undergraduate	1.6	1.8	1.8	1.8	2.0
Part-Time, Spring	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Department of Curriculum and Instruction	2.0	1.5	1.5	1.5	2.0
College of Education & Human Development - Undergraduate	1.8	1.8	1.5	1.8	2.0
University - Undergraduate	1.9	1.9	1.9	1.9	1.9

Table 17. Student to Faculty Ratio. The ratio of full-time student equivalents to full-time faculty equivalents for students enrolled in the program, college, and university for courses offered in the fall semesters. The ratios for college and university include both graduate and undergraduate levels. A full-time student equivalent is considered 15 hours for undergraduate and 12 hours for graduate students. A full-time faculty equivalent is considered four undergraduate or three graduate courses taught by a faculty member.



Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor of Science in Education	16.3	10.5	17.4	21.3	21.0
College of Education & Human Development	10.9	9.8	11.8	11.1	12.0
University	13.2	13.1	14.9	14.9	14.3

Table 18. Average Class Size. The average section size of courses offered by the department sponsoring the program.



Subject	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Courses in EDUC	14.5	17.3	15.2	13.8	11.9
Courses in HLTH	18.5	14.3	17.5	24.0	24.0
Courses in READ	15.6	11.1	13.8	15.2	13.8
Courses in SPED	11.6	11.9	8.6	11.0	8.8
Department of Curriculum & Instruction - Undergraduate	14.6	14.7	14.3	14.1	12.2
College of Education & Human Development - Undergraduate	18.3	17.9	18.7	17.6	16.8
University - Undergraduate	17.1	17.7	18.2	18.2	16.8

Table 19. Section Enrollments by Course. Counts of student course enrollments for students in the program by course. For courses offered by departments other than the department sponsoring the program, the counts are aggregated by subject for concision. The counts do not include hours generated for students attending the course sections who are not enrolled in the program.

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EDUC-3300-World Regional Geography for Educators	18	10	4	4	0
EDUC-3320-Professional Development in Learner Centered Schools	102	52	56	32	33
EDUC-3325-Fundamentals of Bilingual and English as a Second Language Education	39	26	30	25	31
EDUC-3330-Professional Development II: Effective Instruction	74	50	29	28	29
EDUC-3340-Mathematics Instruction for Classroom Teachers	39	38	23	28	35
EDUC-3350-Science Instruction for Classroom Teachers	46	25	32	30	27
EDUC-4304-Early Childhood Environments Professional Development III	50	61	22	28	22
EDUC-4320-Integrated Social Studies Methods, EC-8	25	40	46	35	34
EDUC-4325-History for Educators	0	0	40	18	34
EDUC-4330-Professional Development III	0	0	0	2	1
EDUC-4335-Capstone for Educators	26	34	31	25	23
EDUC-4340-Technology Application and Integration for Classroom Teachers	12	34	31	29	26
EDUC-4388-Education Problems	0	0	0	1	0
EDUC-4691-Clinical Teaching	26	34	31	25	23
EDUC-5300-Foundations and History of Education	0	0	0	1	0
EDUC-5370-Techniques of Research	0	0	0	1	0
HLTH-3351-Principles of Health and Fitness for Children	61	28	30	18	24
READ-3311-Literacy Development I	50	27	0	0	0
READ-3320-Fundamentals of Teaching Reading	0	0	41	39	39
READ-3330-Reading II: Assessment, Instruction and Reader Development	37	34	10	0	0
READ-3335-Content Area Reading	39	23	26	33	33
READ-4304-Reading and Writing Across the Curriculum	25	42	22	29	23
READ-4305-Implement Classroom Reading Instruction	25	42	22	29	23
SPED-3361-Survey Exceptional Learners	35	26	22	30	29
SPED-4362-Special Education Rules and Regulations for Teacher	8	13	7	0	6
SPED-4363-Teaching Learners with Learning Disabilities	13	11	0	0	0
SPED-4364-Teaching Learners with Developmental Disabilities	11	13	4	0	5
SPED-4365-Behavioral Management for the Classroom	18	4	0	0	0

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SPED-4383-Teaching Learners with Learning and Behavior Anomalies	0	0	8	0	2
SPED-4388-Special Education Problems	1	0	0	6	0
Courses in Anthropology	3	0	1	0	0
Courses in Biology	0	6	2	1	0
Courses in Business	0	1	1	0	0
Courses in Communication	1	1	0	1	0
Courses in Computer Information Systems	1	0	0	1	3
Courses in Criminal Justice	0	0	0	0	1
Courses in English	43	24	19	24	49
Courses in Fine Arts	1	1	0	0	0
Courses in History	3	6	5	4	4
Courses in Liberal Studies	1	2	3	1	1
Courses in Management	0	1	0	0	0
Courses in Mathematics	92	82	70	74	33
Courses in Music	0	0	2	0	0
Courses in Political Science	1	1	0	2	0
Courses in Psychology	8	11	7	15	17
Courses in Religious Studies	0	0	1	0	2
Courses in Social Science	0	0	0	0	2
Courses in Sociology	0	3	0	0	1
Total	934	806	678	619	615