ASSESSMENT REPORT

2017 ASSESSMENT CYCLE

October 1, 2017

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INSTITUTIONAL EFFECTIVENESS MODEL

The University's institutional effectiveness model defines the university's planning and evaluation processes and guides institutional effectiveness activities (see Appendix A). The model combines long-term strategic planning with annual operational plans where program level outcomes, mapped to university strategic goals, are assessed to identify implementable improvements. The results of these annual assessments are then used to create action plans, with steps to improve our support for and achievement of our goals. As a result, our model is a cycle of goal setting and assessment, with improvements in each iteration.

This model begins with high-level strategic planning, which establishes the purpose and direction of the University and then guides the institutional effectiveness activities of the University's discrete units, including their strategic planning, annual operational planning, and annual evaluations. The model focuses institutional effectiveness activities on meaningful assessments for researched-based improvement in all areas and at all levels, ensuring institution-wide involvement, defining the information departments require to improve, and defining how outcomes should be used to shape the future development of the University. Assessment areas complete a set of templates annually that guide strategic and operational institutional effectiveness activities.

The University's administration annually evaluates how well we have met the plan's goals through a strategic plan assessment published on the University's Welcome from the President. Additionally, the University participates in several other assessment activities that evaluate the extent to which we meet our strategic goals and support our mission. The University reports student data to the Texas A&M University System and the State for student performance and student attainment of the general education core learning outcomes.

Academic programs and some administrative programs conduct external program reviews every five to seven years. These external reviews are the highest-level of evaluation conducted on programs to ascertain their effectiveness in meeting their goals and missions, as well as the University's mission. The review requires programs to consider data in addition to the annual assessment metrics, including graduation, retention, and employment, in determining if the program is meeting its mission. This evidence-based evaluation generates a list of continuous improvement items the program then incorporates into its assessment cycles over the coming years to improve the program.

The annual planning cycle aligns the planning and evaluation processes with the curriculum and budgeting processes. The planning cycle begins with each area reviewing its mission statement, goals, outcomes, and measures and developing an assessment plan. At the completion of the cycle, findings are compared to targets and areas prepare an action plan for the fiscal year. The cycle includes a mid-year update.

Action plans serve as a basis for developing budget and curricular change requests to integrate the planning and budgeting processes. Operational areas develop budgets by aligning the budgetary priorities with the unit's evidence-based continuous improvement action plan, which aligns with the institutional strategic plan. Units then submit budget request forms and budget narrative forms to associate each budget request to at least one strategic planning imperative and goal. Faculty submit requests to change curriculum to their college's curriculum committee supported by assessment results. Items directly affecting the University's ability to meet the goals outlined in the strategic plan receive greater priority.

Faculty and staff use valid and reliable analysis of higher education information in support of planning, assessment, and policy formulation efforts. They employ research-based planning and evaluation, and university-wide guided strategic planning processes overseen by the Provost, President, System Chancellor, and State's leadership to continuously improve institutional effectiveness and achieve the University's mission.

The institutional effectiveness work at the University results in continuing improvement in institutional quality at all levels. The assessment of learning by faculty members results in curricular improvements, and departmental or program-based continuous improvement plans suggest advancements in areas outside the classroom. This report lists the implemented improvement accomplished by each assessment area from 2015 to 2017.

A&M-Central Texas achieves its planning goals, and in turn, effectively accomplishes its mission through the implementation of a continuous improvement process. Public institutions of higher education in Texas establish budget structures (goals, objectives, strategies, performance measures, performance targets, and other appropriation items) as part of the state legislature's performance-based budgeting system. Each biennium, institutions report on their performance using these legislatively-approved performance measures. Cyclical and integrated planning and evaluation processes ensure the University meets established performance measures. In meeting these measures, the University demonstrates how it achieves its mission.

CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES

Effective assessment relies on well-defined mission statements and program level student learning outcomes that are clear, measurable, and actionable. These outcomes must support the program mission (purpose) by defining the skills, knowledge, and abilities students possess upon completion of the program. University faculty consider the following guidelines when drafting outcomes.

COGNITIVE

Students master skills and knowledge on six levels in the cognitive domain. Learning outcomes begin with measurable action verbs. For example, **list** the six levels of cognitive learning.

Remembering	Define	Describe	**List**	Recall	Repeat	Select
Understanding	Ask	Discuss	Explain	Identify	Summarize	Tell
Applying	Apply	Compute	Experiment	Make	Teach	Use
Analyzing	Categorize	Classify	Compare	Contrast	Examine	Question
Evaluating	Assess	Choose	Conclude	Justify	Recommend	Support
Creating	Create	Develop	Infer	Invent	Imagine	Predict

KNOWLEDGE

Student knowledge should grow during a learning session. The noun acted on by the verb determines the knowledge category. For example, list the six **levels** of cognitive learning.

Factual – the basic elements needed to be acquainted with a discipline or solve problems	**Terminology**	Specific details and elements	
Conceptual – the interrelationships among the basic elements within a larger structure that enable them to function together.	Classifications and categories	Principles and generalizations	Theories, models, and structures
Procedural – How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	Subject-specific skills and algorithms	Subject-specific techniques and methods	Criteria for determining when to use appropriate procedures
Metacognitive – Knowledge of cognition in general and awareness and knowledge of one's own cognition.	Strategic knowledge	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Self-knowledge

Student feeling or emotional capability (attitude and self) may grow during a learning session. The Affective Domain involves the development of motivations, attitudes, values and ethics. Not every program will have an affective component.

Receiving - being aware of an attitude, behavior, or value.	Asks	Chooses	Follows
Responding - Exhibiting a behavior as a result of an experience.	Answers	Assists	Conforms
Valuing - displaying involvement or commitment.	Joins	Shares	Studies
Organizing - Integrating a new value into one's values relative to other priorities.	Defends	Explains	Relates
Characterizing - Acting consistently with a new value despite discomfort or cost.	Discriminates	Practices	Serves

PROGRAM LEVEL STUDENT LEARNING OUTCOMES MAPPING

The cognitive, knowledge, and affective levels of program level student learning outcomes will vary depending on the program mission. Each academic program section of this report includes a mapping of the cognitive and knowledge levels of the program student learning outcomes for program faculty's consideration.

Mission: Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

Program Outcomes:

- Expand the current student learning outcomes assessment process into an ongoing research-based planning and evaluation process
- Determine mission-based core competencies and develop a systematic process of evaluating student progress in these areas
- Establish a comprehensive continuous improvement model that includes a mechanism for reporting results to external stakeholders
- Establish a process for stakeholder accountability
- Develop and implement a strategic enrollment management plan
- Develop a collaborative process between faculty and staff for student advising
- Develop a systematic process of establishing and enforcing course prerequisites
- Implement an integrated student information system
- Develop an outcomes-based academic program review process
- Develop and implement a comprehensive academic plan
- Ensure TAMU-CT achieves SACS accreditation
- Establish a plan for securing accreditation for academic programs
- Enhance online student support services for all students
- Enhance academic support programs
- Provide counseling services and resources to students
- Develop a comprehensive orientation process
- Develop and enhance career development resources and programs
- Establish graduate school planning guide and resources
- Create a TAMU-CT alumni association
- Establish a TAMU-CT Information Literacy & Technology committee
- Identify core information literacy and technology skills and a process to measure them
- Develop information literacy and technology core competencies trainings
- Faculty Development to Integrate Information Literacy and Technology Skill in Curriculum
- Develop faculty training opportunities for incorporating information literacy and technology skills and outcomes in courses and throughout the curriculum
- Develop an independent TAMU-CT Library presence

- Develop adequate electronic library resources to meet the informational needs of the TAMU-CT community
- Develop adequate print library resources to meet the informational needs of the TAMU-CT community
- Leverage university information technology purchasing power by centralizing IT purchases
- Develop an Information Technology strategic plan
- Create a centralized information technology budgetary process
- Establish and maintain appropriate staffing levels of information technology professionals
- Create and support continuing professional development for faculty and staff
- Develop and implement a plan to recruit and retain qualified faculty and staff
- Promote a culture of collegiality, professionalism and mutual respect
- Deliver educational programs that are of interest to the community
- Conduct a comprehensive assessment of the communities' continuing and professional education needs
- Develop diversity programs & trainings for present and future students, faculty and staff
- Participate in Café con Leche and similar programs for student recruitment
- Design a comprehensive plan that will guide campus diversity efforts

IMPLEMENTED IMPROVEMENT

Establish a place where employees look forward to coming to work.

Outcome: Promote a culture of collegiality, professionalism, and mutual respect.

Action: The President has established an environment of empowerment by hiring qualified and passionate staff, offering a clear vision, and securing community and state support to achieve our mission.

Evaluation: The President's efforts are evidenced in the results of the "Great Colleges to Work For" survey of employee satisfaction. The university earned a place on the honor roll two years straight.

Data: Following an annual survey and audit of 281 colleges and universities nationwide by *The Chronicle of Higher Education* during 2015, the University was named one of 84 Great Colleges to Work For, receiving honors recognition in two categories: 1) Confidence in Senior Leadership and 2) Facilities, Workspace, and Security. The overall survey average was up 2 percentage points in 2016 over 2015 with a score of 76%.

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Mission: Texas A&M University-Central Texas provides upper level and graduate life-long educational opportunities to a diverse student population, propelled by exceptional teaching, applied scholarship and service. We foster a supportive environment that is dedicated to student success, is military friendly, and pursues a civil and civically engaged society.

Program Outcomes:

- Ensure that A&M-Central Texas maintains regional accreditation.
- Ensure quality academic programs through the utilization of an outcomes-based academic program review process
- Implement a comprehensive continuous improvement process that incorporates benchmarking with peer and aspirational programs
- Implement a plan for pursuing and maintaining discipline-specific certification and accreditation for programs that have a certification and/or accrediting body
- Innovative Undergraduate and Graduate Programs
- Obtain internal and external stakeholder inputs to ensure that new undergraduate and graduate programs are innovative and meet regional needs
- Promote academic freedom through respect for multiple points of view that includes civil and open discussion
- Faculty Recruitment and Retention Plan
- Develop a faculty recruitment and retention plan that attracts and retains excellent teachers and innovative scholars
- Develop a diversity plan for faculty recruitment and hiring
- Develop a Center for Innovative Teaching that provides research-based and cutting-edge resources, including a mentoring program for all types of instructional design
- Conduct a continuing faculty salary equity study to compare with The College and University Professional Association for Human Resources (CUPA-HR) salary data to ensure salaries remain competitive
- Provide faculty development funds to conduct and disseminate scholarship
- Explore the feasibility of moving librarians to a tenure or professional-track faculty position
- Facilitate community engagement through national level initiatives
- Develop a comprehensive writing program to meet Liberal Education and America's Promise (LEAP) high-impact educational practice standards
- Provide a comprehensive array of student support programs for students that are accessible on campus and online, or at a distance
- Provide enhanced information and digital literacy programs to meet the needs of students on campus and online, or at a distance

- Enhance undergraduate student advising through the combined efforts of professional advising staff and faculty
- Enhance monitoring and predicting of student progress/success, engagement levels, and career success
- Ensure all operations are optimized for student success
- Provide student development funds and opportunities to conduct and disseminate scholarship
- Develop and implement a strategic enrollment management plan
- Develop a curriculum plan to guide the development and approval of new degree programs that meet the needs of students and the community in the Central Texas region and in the state
- Increase recognition of the quality of the academic programs through a comprehensive academic marketing plan
- Support the establishment and institutionalization of service-learning at A&M-Central Texas
- Fully integrate service-learning and community engagement into the teaching, research and service missions of the university and into reward systems
- Develop institutional capacity for monitoring and measuring community engagement activities and perceptions of community engagement
- Integrate community engagement into student research, study abroad, and internships
- Develop a comprehensive professional development program for faculty and staff on community engagement and community based research
- Create a University Center for Civic and Community Engagement to strengthen community-based initiatives and to provide a centralized hub for encouraging and coordinating civic and community engagement activities, partnerships, research, and initiatives in the region
- Become a pilot campus in AASCU for the American Democracy Project Economic Inequality Initiative.

IMPLEMENTED IMPROVEMENT

Equitable faculty salaries.

Outcome: Develop a faculty recruitment and retention plan that attracts and retains excellent teachers and innovative scholars.

Action: The provost implemented a standardized process to use nationally normed salary data to recommend faculty salary adjustments.

Evaluation: Faculty compensation at any university can be contentious, but at small schools, this is particularly the case. A provost can lose considerable time debating why the instructors in one college receive higher salaries than in another. These discussions often end with demoralized faculty and higher turnover rates.

During 2015, the Provost selected CUPA data and presented a plan to raise our salaries to the 50th percentile of current salaries from a select group of peer universities over several years while budgets permitted.

The University's efforts to provide equitable compensation likely affected the faculty turnover rate. Compensation based on external benchmarks began in the fiscal year 2015. With an established trend, we can determine whether our compensation strategy is effective.

Data: In 2016, six of 89 faculty members (6.74%) separated from the university, compared to 11 of 81 (13.58%) in the fiscal year 2015.

IMPLEMENTED IMPROVEMENT

Venue to present research.

Outcome: Become a pilot campus in American Association of State Colleges and Universities (AASCU) for the American Democracy Project Economic Inequality Initiative.

Action: The Provost organized a lecture series as a part of the American Democracy Project on Economic Inequality pilot to showcase faculty and student research. The series enabled researchers to share their research findings relating to real-world concerns within the community.

Evaluation: Hundreds of people in total from the community and university attended the series to hear from researchers and to engage in a dialog on how the research could be of value to the community. Killeen struggles from a variety of issues with no simple solutions. The careful work of faculty and students is a viable source of solutions to these complex problems.

Data: The series included six presentations in the 2015-2016 academic year.

In 2016, faculty responded to the Great Colleges to Work For survey with a 70% satisfaction rating relating to "Teaching Environment." The category includes a question about research.

STANDING REQUIREMENTS

Mission: The College of Arts and Sciences provides a high-quality, liberal arts education through excellence in the classroom, innovative research, creative activities, and professional development.

Program Outcomes:

- Ensure quality academic programs through program review
- Implement a plan for meeting standards for discipline-specific certification and accreditation for when appropriate
- Seek internal and external stakeholder advice through the formation of advisory boards
- Support participation in discipline-specific organizations
- Recruit and retain excellent teachers and innovative scholars
- Pursue diversity in faculty recruitment and hiring
- Increase the research and scholarship footprint for the college
- Facilitate community engagement
- Develop a comprehensive writing program, including adding more writing intensive (WI) courses in some programs, and establish a writing center
- Enhance undergraduate student advising through the combined efforts of professional advising staff and faculty
- Encourage student opportunities to conduct and disseminate scholarship, including through student publishing and conference presentations
- When applicable, students receive hands-on experience using state of the art techniques and/or instrumentation
- Encourage graduate programs to set entrance requirements
- Offer interdisciplinary courses and programs to enhance further intellectual experiences of our students
- Develop new degree programs to better serve regional needs
- Increase the participation in regional, national and international conferences, internships, scholarships and exchange programs
- Expand CAS tutoring initiatives beyond the Writing Center by 2018

IMPLEMENTED IMPROVEMENT

Provide quality programs of value to the region.

Outcome: Develop new degree programs to better serve regional needs.

Action: The College of Arts and Sciences proposed and introduced two new degree programs to meet the needs of the region. The biology program was the first curriculum developed at the University, and the College revived the B.S.N. in 2014. The College hired a faculty member one year before accepting student enrollment in order to refine the curriculum, set up laboratories, and recruit adjunct faculty.

Evaluation: The college placed the B.S.N. on hiatus in 2009 pending resources to dedicate a full-time faculty member to serve as program chair. Students complete their R.N. certification before completing the program, attending the College for an additional 30 semester credit hours to earn a baccalaureate degree. The program experienced strong attendance and high completion rates.

Also, the College identified a regional need for affordable pre-medical education and STEM degrees in the region. A biology program naturally filled a gap in the sciences in the college and expanded the range of disciplines offered.

Data: In 2012, the [New York Times](#) reported that the nation's hospitals were moving towards requiring a baccalaureate degree for many nursing positions. The healthcare industry accounts for 30% of the workforce in the region. The B.S.N. enrolled 27 students in 2015 and 67 students in 2016. Applications, admissions, and registered students continue to increase at double-digit rates. Of the students who enrolled in Fall 2014, 92% remained in the program the following fall semester.

For the biology program students pay under $19,000 in tuition and fees for all four years of the biology program at A&M-Central Texas. The program serves as a high quality, affordable, time-efficient pathway for transfer students to complete a baccalaureate degree in biology, fulfilling a pressing need for the region with continuing growth in biology majors at local community colleges (Fall 2013: 1,324, an increase of 79% over Fall 2008). The local and state job market indicates a need for biology graduates, with 3,600 biotechnology firms employing approximately 92,000 people in the state.

IMPLEMENTED IMPROVEMENT

Support scholarship

Outcome: Increase the research and scholarship footprint for the College.

Action: Make faculty research funding a priority when apportioning each year's budget. The College budget supported the outlay of $2,000 per full-time faculty member to support faculty scholarship. An additional fund of $25K funded two research grants of $5K each and an additional $500 per faculty member.

Evaluation: The College faculty were able to sustain productivity in publication efforts in addition to increasing enrollments from 2015 to 2017.

Data: Publications by year:

- 2015 – 14
- 2016 – 10
- 2017 – 15

STANDING REQUIREMENTS

Mission: The English Department works to cultivate an intellectual community of learners marked by authentic curiosity, reflective responses, critical acuity, and eloquent expression at the center of a productive examination of literature, language, and culture.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	25%	25%	0%	50%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	25%	0%	25%
Understanding	0%	0%	25%	0%	25%
Remembering	0%	0%	0%	0%	0%
All Levels	0%	25%	75%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Perform critical reading and analysis.
- Engage in scholarly research.
- Create effective composition for varied audiences.
- Create effective teaching moments using disciplinary texts.

IMPLEMENTED IMPROVEMENT

Two-year course rotation.

Outcome: Provide clear pathways to successful program completion.

Action: The program faculty introduced a two-year course rotation for the program in 2014, offering students a pathway to timely program completion.

Evaluation: Fall-to-Fall retention rates improved from 58% in Fall 2013 to 75% in Fall 2015. Average GPA of students completing the program showed improvement from 2.73 in 2013 to 3.08 in 2016. Moreover, the number of semesters it took students to complete the program improved from 4.9 in 2013 to 4.1 in 2015.

Data: Student Retention Rates: Fall-to-Fall retention rates shown in the following table includes the percentage of students first enrolled in the previous fall who persisted to the fall semester indicated.

Fall	2011	2012	2013	2014	2015
One-Year	50%	71%	58%	69%	75%

Mean Grade Point Average (GPA): The Mean GPA of students completing the program and those completing all programs in the college for the last five academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale

	2011	2012	2013	2014	2015
Program	3.20	3.08	2.73	3.22	3.23

Semesters to Degree: The number of semesters students take to complete the program, shown in the following table, includes the students who started in the academic year indicated. The mean includes the semesters attended by students who completed the program, divided by the number of completers in the cohort. The average excludes semesters attended by persisting students or those no longer enrolled. In some cases, a graduate's first-time-in-college or first-time transfer record will have been reported by our parent institution (Tarleton State University). Those students are excluded from these means.

	2011	2012	2013	2014	2015
Semester-To-Degree	4.0	4.1	4.9	4.1	4.1

Source: Student Report (CBM001) and Graduation Report (CBM009)

Mission: The History Department is committed to providing excellence in education. By facilitating the development of analytical, critical thinking, research, and communication skills we prepare students for success teaching in the public schools, as graduate students, and working in professions. Our curriculum trains students to think historically and to respect diversity.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	25%	0%	25%
Evaluating	0%	0%	0%	0%	0%
Analyzing	25%	0%	0%	0%	25%
Applying	0%	0%	25%	0%	25%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	25%	0%	0%	25%
All Levels	25%	25%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Analyze, synthesize, and evaluate academic content within the discipline of history.
- Know the historical development of the discipline and the philosophical approaches to history that have developed over time.
- Demonstrate appropriate style and grammar, organizational and analytical ability in their written work.
- Conduct and report research that analyzes, synthesizes, and evaluates historical content.

Clear pathways to success.

Action: Program faculty introduced curricular action in 2013 to require HSTK 300.

Outcome: Analyze, synthesize, and evaluate academic content within the discipline of history.

Evaluation: The change in degree requirements is starting to show improvement in the ACAT scores, with students performing in higher percentiles for the post-test, while continuing to perform in the same percentiles for the pre-test. Annual enrollments from 2013 to 2016 increased by 25.5%. Employment rates for program completers increased from 57% in academic year (AY) 2011-2012 to 75% in AY 2014-2015, and the median quarterly earnings increased from $8,897 in AY 2011-2012 to $10,465 in AY 2014-2015.

Data: Area Concentration Achievement Test (ACAT) in History

	Pre-test		Post-test	
	Percentile	**Number**	**Percentile**	**Number**
2015	27	28	45	4
2016	24	10	37	5
2017	27	17	55	5

Annual Unduplicated Headcount. Counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	**2012**	**2013**	**2014**	**2015**	**2016**
Total	47	41	47	56	57	59

Source: Student Report (CBM001)

Employment Rates. Median quarterly earnings and percentage of cohort employed in Texas one year after graduation. Students employed out of state or self-employed in Texas are not included here.

Year	Median Quarterly Earnings	Employment Rate
2011-2012	8,897	57%
2012-2013	5,415	56%
2013-2014	10,188	60%
2014-2015	10,645	75%

Source: THECB Exit Cohort Report

IMPLEMENTED IMPROVEMENT

Build a basis for research in the program.

Outcome: Conduct and report research that analyzes, synthesizes, and evaluates historical content.

Action: Faculty members introduced HSTK 300 in 2014 to initiate students into working with a variety of primary sources.

Evaluation: The course introduction is too new to demonstrate significant research in the program but has begun to result in student perceiving higher rates of progress in this outcome.

Data: Students self-reported perceived substantial or exceptional progress in learning to analyze and critically evaluate ideas, arguments, and points of view at a rate of 75.3% in 2016, 79.2% in 2015, and 70.7% in 2014.

Mission: By facilitating the development of rigorous analytical, theoretical, research, and communication skills the Bachelor's degrees in political science prepare students for to be better citizens, lifelong learners and to succeed in a wide variety of careers.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	14%	0%	29%	0%	43%
Understanding	0%	14%	0%	0%	14%
Remembering	0%	0%	0%	0%	0%
All Levels	14%	14%	29%	0%	57%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Understand the definitions, concepts, and theories of political science.
- Demonstrate advanced knowledge in the study of normative political theory (political philosophy).
- Use electronic databases for research.
- Demonstrate appropriate style and grammar and will develop the appropriate research.

Graduates from programs with marketable degrees.

Outcome: Student Success.

Action: Faculty suspended program enrollment due to low enrollment.

Evaluation: The university is approved to offer three political sciences programs: Bachelor of Science (B.S.), Bachelor of Arts (B.A.), and Masters of Arts (M.A.) in Political Science. There is less interest in the B.A. in Political Science than the B.S. Students prefer the B.S. degree because of the language arts requirement. The region has a keen interest in political science, as it is a useful program for military-affiliated students; however, the B.S. offering fills that need for now and tends to be more popular since it does not have a foreign language requirement.

The B.A. in Political Science program received fewer than six applications each year and admitted less than three students. The resulting program enrollments are less than seven students in a given year over the last five years. The program awarded six degrees from 2010 to 2015.

Data: Number of Applied, Admitted, and Enrolled reveals the number of applicants, admissions, and new enrollments to the program for the last six years. The counts include only those who applied and were admitted and indicated the degree as their intended program at the time of application to the university. Enrolled includes students who elected the major when applying or when enrolling.

	2012	2013	2014	2015
Applied	2	1	5	4
Admitted	2	1	4	4
Enrolled	2	1	1	2

Source: Student Admissions Report (CBM00B)

Annual Unduplicated Headcount. The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	2012	2013	2014	2015	2016
Total	4	3	4	3	6	6

Source: Student Report (CBM001)

Annual Degrees Awarded.

	2012	2013	2014	2015
Total	1	1	-	1

Source: Graduation Report (CBM009)

Mission: Students graduating with a degree in Liberal Studies will be able to integrate the knowledge and modes of thinking of multiple disciplines to create new explanations of phenomena, develop new solutions to problems, and provide new insights into issues that would be unlikely if not impossible from the study of a single discipline. They will have strong communication, critical thinking, leadership, research, and analytical skills.

Cognitive Levels	Types of Knowledge				
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	**All Levels**
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	20%	20%	0%	0%	40%
Applying	40%	0%	20%	0%	60%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	60%	20%	20%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate an understanding of interdisciplinarity.
- Demonstrate an in-depth academic knowledge of two or three separate disciplines.
- Research and understand problems and issues from the points of view of various disciplines.
- Synthesize the knowledge gained into a useful, meaningful, and comprehensive whole.
- Demonstrate strong writing, critical thinking, and analytical skills.

Improve pathways for student success.

Outcome: Demonstrate the ability to integrate the knowledge and modes of thinking of multiple disciplines to create new explanations of phenomena, develop new solutions to problems, and provide new insights into issues that would be unlikely if not impossible from the study of a single discipline.

Action: The program faculty introduced a curricular change in 2013 to require LSK 300 and LSK 498 to the degree requirements. LSK 300 introduces students to the program. During the semester, students establish a plan for their individual interdisciplinary studies. LSK 498 provides a capstone experience for students to demonstrate the connections made between their selected disciplines.

Evaluation: These two courses established a clear structure for the program and tethered students to program completion. The positive results of the change are clearly demonstrated through the increase in headcount and graduations since the introduction of the two new degree requirements.

Data: Annual Unduplicated Headcount: The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	2012	2013	2014	2015	2016
Total	215	172	145	172	194	260

Source: Student Report (CBM001)

Admissions: Number of Applied, Admitted, and Enrolled shows the number of applicants, admissions, and new enrollments in the program for the last six years. Applied and admitted include only students who indicated the program was their intended program when applying to the university, while enrolled includes students who elected the major when applying or when enrolling.

	2010	2011	2012	2013	2014	2015
Applied	73	71	67	61	39	60
Admitted	73	67	64	59	37	57
Enrolled	34	29	27	37	25	46

Source: Admissions Report (CBM00B)

Graduations. Annual Degrees Awarded shows annual degrees awarded by the program for the last six academic years.

	2010	2011	2012	2013	2014	2015
Total	60	59	44	33	42	44

Source: Graduation Report (CBM009)

STANDING REQUIREMENTS

Mission: By facilitating the development of rigorous analytical, theoretical, research, and communication skills the Bachelor's degrees in political science prepare students for to be better citizens, lifelong learners and to succeed in a wide variety of careers.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	25%	0%	50%	0%	75%
Understanding	0%	25%	0%	0%	25%
Remembering	0%	0%	0%	0%	0%
All Levels	25%	25%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Understand the definitions, concepts, and theories of political science.
- Use electronic databases for research and software to conduct formal or statistical political analysis.
- Demonstrate appropriate style and grammar and will develop the appropriate research skills.
- Demonstrate advanced knowledge in one of the major areas of political science: American politics, international/comparative politics, or political theory.

IMPLEMENTED IMPROVEMENT

Improve student time to degree.

Outcome: Student Success.

Action: In 2013 faculty changed the curriculum by adding three electives. This change provided more structure to the degree plan by giving students options within the discipline to complete the program on time. Previously, students had to look outside the discipline to fulfill the degree requirement if the courses were not available.

Evaluation: The change improved the degree program's structure and unexpectedly guided students towards choosing appropriate degree paths, thereby decreasing the total time to degree from 4.14 to 3.50 semesters.

Data: Semesters-To-Degree. The number of semesters students take to complete the program includes the students who started in the academic year indicated. The mean includes the semesters attended by students who completed the program, divided by the number of completers in the cohort. The average excludes semesters attended by persisting students or those no longer enrolled. In some cases, a graduate's first-time-in-college or first-time transfer record will have been reported by our parent institution (Tarleton State University). Those students are excluded from these means.

	2012	2013	2014	2015	2016
Semester-To-Degree	3.50	4.14	3.57	3.92	3.50

Source: Student Report (CBM001) and Graduation Report (CBM009)

IMPLEMENTED IMPROVEMENT

Focus students on completion.

Outcome: Demonstrate appropriate style and grammar, and work towards developing the appropriate research skills.

Action: Faculty increased their efforts to work with students in PLSK 330 starting in 2016 to ensure all students complete each step of the assessment, even if they are unable to produce a polished project by the assessment deadline.

Evaluation: The change increased students' performance on the capstone program by 2.5 percentage points.

Data: Faculty apply a research and writing skills assessment in the program's capstone course that requires students to review the available literature on some question regarding political decision-making and then to construct and solve a formal model addressing the question.

In 2015, the average score for all student was 75 and 82 for students who completed every step of the assessment.

In 2016, the average (n=10) assessment score was 91.5. Nine of the ten students scored above 75%.

In 2017, the average score was 77.5% (n=5). Three of the five students exceeded 75%.

Mission: The Master's Program in History will provide its students with the necessary research and writing skills to pursue a Ph.D. in history or careers in law, diplomacy and international affairs, education, library sciences, and public history.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	33%	0%	33%
Applying	33%	0%	33%	0%	67%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	33%	0%	67%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Synthesize and analyze the literature and methods of the discipline of history and demonstrate understanding of the historiography and major questions of the topics of their study.
- Demonstrate the knowledge and use of appropriate historical methods to produce original historical analysis. In doing so, students, demonstrate critical thinking skills and the ability to use historical methods, and make and defend judgments based on historical evidence.
- Demonstrate critical thinking skills, employ clear and effective communication skill, and the ability to use historical methods to evaluate and synthesize historical evidence.

Improve program rigor.

Outcome: History graduate students will synthesize and analyze the literature and methods of the discipline of history and demonstrate an understanding of the historiography and major questions of the topics of their study, using appropriate historical methods to produce the original historical analysis. Students will demonstrate critical thinking skills and the employ clear and effective communication skills to make and defend judgments based on historical evidence.

Action: The program faculty formally instituted the following changes in academic year 2014-2015: 1) developed a program handbook, 2) established a disciplined rotation of course offerings, and 3) set standards to ensure acceptable credentials for those who taught in the program.

Evaluation: The intent of instituting these changes was to 1) better understand the student's place in the program, 2) ensure students are well informed of program requirements, and 3) offer students meaningful thesis and comp exam committees.

In 2013, the grade point averages (GPAs) of students in the program were lower than desired and students struggled to meet the faculty members' expectations, specifically in critical analysis for the thesis. The changes instituted in Fall 2014 resulted in GPAs increasing by 0.22 points from Fall 2014 to Fall 2016.

Data: The table below shows the mean GPA of students completing the program and those completing all programs in the college for the last six academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.79	3.41	3.47	3.44	3.94	3.66
College - Graduate	3.39	3.39	3.23	3.19	3.45	3.22
University - Graduate	3.59	3.43	3.40	3.36	3.44	3.44

Source: Student Schedule Report (CBM00S)

IMPLEMENTED IMPROVEMENT

Adopt an iterative writing method.

Outcome: Apply research skills to demonstrate the knowledge and use of appropriate historical methods to produce original historical analysis.

Action: Faculty introduced courses more directly related to the work historians can do outside of academia (i.e. Archive Development and Public History).

Evaluation: These courses increased applied research in the program and immediately resulted in archival and public history jobs for those who recently graduated.

The percentage of artifacts meeting all learning outcomes increased 5 percentage points, from 75% in 2015 to 80% in 2016, with the assumption the 2017 percentage is an outlier due to a low number of artifacts to assess.

Data: In 2016, graduates of the program were employed at the National Archives and the Bell County Museum.

Students perceived substantial or exceptional progress in learning how to find and use resources for answering questions or solving problems at a rate of 43 out of 49 students (87.8%) in 2016, 87.5% in 2015, and 100.0% in 2014.

In 2015, six out of eight (75%) annotated bibliography assignments demonstrated all (100%) of the learning outcomes. Six out of eight (75%) historiographical essays demonstrated a majority of the learning outcomes (defined as a score of 80% or higher). Two essays did not demonstrate a majority of the learning outcomes because the submissions were incomplete.

In 2016, four out of five (80%) annotated bibliography assignments demonstrated all (100%) of the learning outcomes. Four out of five (80%) historiographical essays demonstrated all (100%) of the learning outcomes.

In 2017, faculty assessed student theses using a standard rubric. Out of the three theses rated, one effectively argued and included an original thesis, but the link between evidence and argument could have been stronger; the second effectively argued, included an original thesis, and presented a strong link between the evidence and argument; the third student fell below the standard on the assessment. With two out of three (67%) meeting the standard, the program did not meet the benchmark.

MASTER OF ARTS IN POLITICAL SCIENCE

STANDING REQUIREMENTS

Mission: By facilitating the development of analytical, theoretical, research, and communication skills we prepare students for a wide variety of careers while imparting the knowledge and perspective future leaders will need in their professions.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	100%	0%	100%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	0%	0%	100%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate master of the literature of political science, including the most recent scholarly research.
- Demonstrate mastery of the methodology of Political Science.
- Master the research skills necessary for making original contributions to the discipline of political science.

IMPLEMENTED IMPROVEMENT

Ensure students graduate from quality programs that are in high demand in the region.

Outcome: Discipline knowledge, mastery of political science methods, and research skills.

Action: Faculty suspended program enrollment due to low enrollment and limited faculty.

Evaluation: The University is approved to offer three political sciences programs: Bachelor of Science (B.S.), Bachelor of Arts (B.A.), and Masters of Arts (M.A.) in Political Science. Interest in the M.A. in Political Science has been minimal. This might not be the best offering for the region.

Additionally, there is limited faculty available to serve as core faculty in the program. We currently do not have the faculty in place to offer both a graduate and an undergraduate degree, and the enrollments do not support adding a faculty line at this time. The program receives two to three applications each year and admits fewer than three students. The resulting program enrollments are

less than ten students in a given year over the last five years. The program enrollments peaked in 2016 at ten students. The program awarded six degrees from 2010 to 2015.

Data:

Admissions: The table demonstrates the number of students who applied, were admitted, and enrolled. Applied and admitted only include students who indicated the program was their intended program when applying to the university. Enrolled includes students who elected the major when applying or when enrolling.

	2010	2011	2012	2013	2014	2015
Applied	2	2	-	2	3	3
Admitted	2	2	-	2	3	3
Enrolled	2	1	-	-	3	2

Source: Admissions Report (CBM00B)

Annual Unduplicated Headcount: The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	2012	2013	2014	2015	2016
Total	11	7	7	3	8	10

Source: Student Report (CBM001)

Annual Degrees Awarded:

	2010	2011	2012	2013	2014	2015
Total	1	1	-	2	1	1

Source: Graduation Report (CBM009)

IMPLEMENTED IMPROVEMENT

Reinforce research in subordinate courses.

Outcome: Demonstrate mastery of the literature of political science, including the most recent scholarly research.

Action: In 2016, program faculty redesigned the (currently multiple-choice) assessment to align with the statistical and research design problem-solving and critical thinking skills taught in the class. They conducted refreshers on statistical techniques and statistical table-reading in other core classes, such as PLSK 505, 506, and 507.

Evaluation: The implementations showed a 10-percentage-point improvement in the assessments. Results are not available for 2017, as no students enrolled in the course. Program enrollment has been suspended.

Data: Students complete an exam designed to test research design and statistical techniques. In 2015, three students completed the exam and scored on average 77%, slightly below expectations. In 2016, one student completed the exam and scored 87.5%.

Mission: Students graduating with a Master's of Science degree in Liberal Studies will be able to integrate the knowledge and modes of thinking of multiple disciplines to create advanced explanations of phenomena, synthesize and evaluate higher level approaches to problem solving, and generate new insights into complex issues that would be unlikely if not impossible from the study of a single discipline. They will have strong communication, critical thinking, research, and analytical skills.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	17%	33%	0%	50%
Evaluating	0%	17%	0%	0%	17%
Analyzing	17%	17%	0%	0%	33%
Applying	0%	0%	0%	0%	0%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	17%	50%	33%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Locate scholarly arguments within the disciplinary concerns that define them.
- Examine one's own scholarly interests within some established or still developing set of methodologies and scholarship.
- Combine and, when appropriate, integrate the theories and methodologies from multiple disciplines into one project.
- Evaluate intellectual questions against a set of contexts including, but not limited to political, historical, material, cultural, racial, ethical, national, and geographic contexts.
- Author original research that exhibits the advanced critical thinking and communication skills necessary for effective professional and other social or cultural contexts.
- Develop habits of critical inquiry that include self-direction and self-reflection.

Provide students with a clear pathway to success.

Outcome: Integrate the knowledge and modes of thinking of multiple disciplines to create advanced explanations of phenomena, synthesis, and evaluation of higher level approaches to problem solving. Generate new insights into complex issues that would be unlikely if not impossible from the study of a single discipline, while developing strong communication, critical thinking, research, and analytical skills.

Action: Faculty introduced a new course to the program, L SK 500 – Interdisciplinary, to serve as an initial gateway course into the program. The course provides students with a structure and foundation to guide them through the degree program.

Evaluation: L SK 500 – Interdisciplinary introduced a new level of structure to the M.S. in Liberal Studies in the fall of 2014. During the course, faculty establish a plan for students to complete the program and introduce students to valuable interdisciplinary strategies and resources essential for efficient program completion.

Data: In 2012 and 2013, students indicated a lack of interest in the program, citing difficulty understanding how to select meaningful courses in developing a multidisciplinary degree.

The program did not graduate any students from 2009 to 2014, despite steadily increasing enrollments.

The program graduated eight students in 2015 and 2016, two years after faculty introduced the L SK 500 – Interdisciplinary.

Mission: The nursing program at Texas A&M University-Central Texas offers nursing education to the registered nurse on the baccalaureate level to serve the diverse population of Central Texas, which includes the military and their families. The nursing faculty prepares excellent nurses to practice in acute care settings, outpatient services, or to continue in the pursuit of advanced degrees.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	8%	0%	17%	0%	25%
Evaluating	8%	0%	8%	0%	17%
Analyzing	0%	0%	17%	0%	17%
Applying	0%	0%	8%	0%	8%
Understanding	0%	0%	8%	0%	8%
Remembering	8%	0%	17%	0%	25%
All Levels	25%	0%	75%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
- Collect and evaluate evidence-based practice findings to improve nursing practice.
- Develop the skills to complete a comprehensive health assessment of an individual of any age.
- Understand the pathophysiological basis for disease processes in adults and children.
- Identify the use of nursing informatics from multiple perspectives within nursing practice.
- Apply research findings for critical thinking in case management, integration of pathophysiology, psychosocial, cultural concepts, and professional values to coordinate care in a variety of settings.
- Analyze a real work problem and develop a proposed solution using the concepts of leadership and management.
- Define personal, professional, and cultural values as influences upon nursing practice.
- Develop learning objectives for a knowledge-based nursing intervention to maintain, restore, and promote health of individuals and families.
- Integrate assessment, data analysis, therapeutic communication, and critical thinking skills to direct culturally sensitive care of older adults.
- Assess the environment of care, and the needs of vulnerable populations in community settings.
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.

IMPLEMENTED IMPROVEMENT

Keep curriculum relevant and current.

Action: In 2015, program faculty introduced the textbook Sewell, J. P., & Thede, L. Q. (2013). *Informatics and Nursing: Opportunities and Challenges* (5th Ed.). Philadelphia, PA: Wolters Kluwer/LWW to the course NURS 3300 to enhance the informatics-related assignments.

Outcome: Identify the use of nursing informatics from multiple perspectives within nursing practice.

Evaluation: Student learning outcomes of the B.S.N. program are based on the competency goals statement, "Information Management and Application of Patient care technology" from *The Essentials of Baccalaureate Education for Professional Nursing Practice*, American Association of Colleges of Nursing (2008).

A program-level student learning outcome requires the students to identify the use of nursing informatics from multiple perspectives within nursing practice. The outcome ensures students' ability to work with data, and the new textbook improves critical thinking and the use of nursing informatics.

Students' performance in the course improved, with 24% more students earning an A after adoption of the textbook. Additionally, the overall GPA of program completers increased slightly.

Data: In academic year 2014-2015, prior to textbook adoption, 27.2% of enrolled students completed the course with an A. In academic year 2016-2017, after introducing the new textbook, 51.1% of students completed the course with an A.

Mean Grade Point Average (GPA) indicates the mean GPA of students completing the program and those completing all programs in the college for the last two academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

The mean GPA for the program was 3.52 in 2015 and 3.57 in 2016.

Source: Student Schedule Report (CBM00S)

BACHELOR OF SCIENCE IN BIOLOGY

STANDING REQUIREMENTS

Mission: The mission of the Biology program is to prepare students for an entry-level career in the biological sciences or admission into a graduate school or professional health program (e.g. medical, veterinary, pharmacy, physical therapy, or dental). This is achieved through a flexible degree program that provides a broad knowledge base of the biological sub-disciplines, while allowing students to gain in-depth knowledge and experience in a biological area of their choosing.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	13%	0%	0%	13%
Evaluating	0%	0%	13%	0%	13%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	50%	0%	50%
Understanding	0%	0%	13%	0%	13%
Remembering	0%	0%	13%	0%	13%
All Levels	0%	13%	88%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Integrate concepts among biological sub-disciplines to understand complex biological pneumonia.
- Describe the scientific method and evaluate benefits and limitations of different research designs as employed in the biological science.
- Apply the results of scientific research to practical applications in the biological sciences.
- Apply statistical methods to interpret the results of their research.
- Summarize and explain research findings through oral and written communication.
- Critically evaluate scientific research in the biological sciences.
- Employ critical thinking skills to distinguish between real biological science and pseudoscience.
- Demonstrate the ability to read and critically analyze scientific research papers.

IMPLEMENTED IMPROVEMENT

Provide programs of high quality and value.

Outcome: Student success.

Action: Develop course curriculum, program outcomes, program assessment, cost pro forma, and need and demand analysis; and draft prospectus and new degree program forms for approval of program delivery by accreditor and state.

Evaluation: A&M-Central Texas received approval and began offering the Bachelor of Science (B.S.) degree in Biology in August 15, 2016. The Department of Science and Mathematics projects enrollments of 155 new students over the next five years. The target audience is students in biology programs at Central Texas College (CTC), Temple College, and Austin Community College (ACC). This program is designed to be offered on our main campus and in a face-to-face format.

Data: The program meets a pressing need in Central Texas. Currently, the only universities within a 100-mile radius offering a similar program are University of Mary-Hardin Baylor, Southwestern University, The University of Texas at Austin, Concordia University, Huston-Tillotson University, St. Edward's University, and Texas State University-San Marcos. Except for the two public universities, all of these programs are extraordinarily expensive (e.g. Southwestern University charges $41,000-$49,000 annual tuition and fees for commuter and residential students, respectively) compared to A&M-Central Texas (<$6,000 tuition and fees). A recent survey indicated that college students listed cost and financial aid as being "Very Important" when deciding where to attend college. The goal of this program is to offer students in the area an affordable, quality education in biology.

The State of Texas requires three full-time equivalent (FTE) faculty members. The program has 3.25 FTE when combining the two full-time and six adjunct faculty dedicated to the program. All faculty members, in cooperation with their respective academic leadership, are evidenced to be qualified to teach their assigned course with related, terminal degrees; appropriate coursework; relevant experience; discipline recognition; certifications; or other training.

Planners anticipate $1.9 million in expenses and $2.2 million in revenues in the first five years of the program.

IMPLEMENTED IMPROVEMENT

Provide programs of high quality and value.

Outcome: Demonstrate the ability to read and critically analyze scientific research papers.

Action: Develop course curriculum with a strong research foundation.

Evaluation: Many students completing the program will go on to research endeavors, making this an important skill for the program. Early assessment of students indicate strong research skills.

Data: 46 out of 62 students (74.2%) perceived substantial or exceptional progress in using resources for answering questions or solving problems.

BIOL 390 includes a summative research project. During the Spring 2017 semester, 11 out of 13 (84.6%) students scored a 3 or 4 on the rubric.

STANDING REQUIREMENTS

Mission: The mission of the undergraduate mathematics program at Texas A&M University-Central Texas is to provide a program of study that 1. Prepares students for successful careers as applied mathematicians and mathematics educators in the public and private sectors.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	17%	17%	50%	0%	83%
Understanding	0%	17%	0%	0%	17%
Remembering	0%	0%	0%	0%	0%
All Levels	17%	33%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Understand abstract mathematical ideas, encompassing logical reasoning, generalization, abstractions, and formal proof.
- Demonstrate effective problem solving using methods such as multiple approaches, assessing the correctness of solutions, exploring examples, posing questions, and devising and testing conjectures.
- Effectively and appropriately utilize mathematical technology (such as mathematical software and graphing utilities) to understand mathematical ideas and solve mathematical problems.
- Apply mathematics to solve problems in other academic disciplines.
- Effectively and appropriately utilize mathematical technology (such as mathematical software and graphing utilities) to understand mathematical ideas and solve mathematical problems.
- Demonstrate knowledge necessary to earn certification from the state of Texas for students pursuing math teacher certification.

IMPLEMENTED IMPROVEMENT

Established Internships.

Outcome: Mathematical Applications: Students will apply mathematics to solve problems in other academic disciplines.

Strategies:

- Students will be introduced to different connections in Math 120.
- Students will see these connections developed in Math 209 and 311.
- Students master these connections in Math 306 and 411.

Action: The University helped to establish internship positions at Fort Hood, the Air Force Research Lab, and Math Day at Central Texas College (CTC) in 2015 to offer real-world experience to our students and increase their ability to apply their degree skills to real-world problems.

Evaluation: Effective employment rates increased 13 percentage points and inflation-adjusted median earnings increased 2% after introducing internships for students. All students who attempted the teacher certification exam passed. However, many students were overwhelmed by basic copy-and-paste operations used in transferring data into formulas with multiple parameters. Most difficulties appeared to stem from lower-level calculus mistakes. Creating an assessment feedback loop with our community college partners provides additional opportunities to improve completers' ability to apply program skills and knowledge to real-world problems.

Data: Six of the eight (75%) students who graduated during the 2012-2013 academic year were employed in Texas one year later. One of the eight (12.5%) students was not found to be working, enrolled in higher education, or unemployed, and was assumed to be working out of state; thus the effective employment rate was 87.5%. The median salary for these graduates was $43,396 (or $43,996 in 2016 dollars) one year after graduation.

Four of the six (67%) students who graduated during the 2014-2015 academic year were employed in Texas one year later. Two of the six (33%) students were not found to be working, enrolled in higher education, or unemployed, and were assumed to be working out of state; thus the effective employment rate was 100%. The median salary for these graduates was $44,800 one year after graduation.

Student exam questions target their ability to mathematically model practical situations, with the intent that 70% of students enrolled in Math 311 and 306 give sufficient answers to questions targeting applications. In 2015, six of the ten (60%) students enrolled in Math 306 gave quality solutions for problems applying course material related to real-world situations. In 2016, students enrolled in Math 311 applied all aspects of probability in solving real-world problems. Students enrolled in Math 306 understood basic models and solved and analyzed problems related to them.

Mission: The MS in Mathematics is designed to enhance and enrich training in the field of mathematics for persons who teach at the secondary level or in community colleges, and to provide a rigorous depth and breadth of mathematical study for people who plan to work as applied mathematicians in industry or government agencies, as well as those who wish to continue their studies at the doctoral level.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	25%	25%	0%	50%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	25%	0%	25%	0%	50%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	25%	25%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Recognize and create good mathematical arguments, and effectively communicate them in written and oral form.
- Demonstrate a rich understanding of complex mathematical structures, processes, and underlying theories.
- Apply mathematical methods to analyze and solve problems.
- Conduct secondary research to demonstrate an understanding of the principles and methods of mathematical research.
- Recognize and create good mathematical arguments, and effectively communicate them in written and oral form.
- Demonstrate a rich understanding of complex mathematical structures, processes, and underlying theories.
- Apply mathematical methods to analyze and solve problems.
- Conduct secondary research to demonstrate an understanding of the principles and methods of mathematical research.

Limit online graduate course offerings to ensure program rigor.

Outcome: Student success.

Action: Limit the number of online sections offered to ensure graduate students receive sufficient opportunity to engage in discussions and critique each other's work face to face.

Evaluation: Program faculty conducted an external program review in Spring 2015. Dr. Becksmith of Northern Illinois University identified the higher demand of online courses by nontraditional students in the graduate program as a risk to program quality. The program began offering online courses in 2011, and increased those offerings to exceed 50% during the review year. Online courses are an essential component of programs at small regional universities, and more so to those with large percentages of military and military-affiliated students, who tend to be more transitory. Faculty continue to offer 40% of the annual courses online to graduate mathematics students. However, they have been innovative in using technology to ensure use of the modality does not diminish the rigor of the program. The mean grade point average (GPA) of students increased three-tenths after the review year; returning to the highest mean measured.

Data:

Course Offerings by Year and Modality

Year	Face-to-Face	Online	Percentage of Total Courses Offered Online
2009	2		0%
2010	10		0%
2011	13	1	7%
2012	15	6	29%
2013	8	3	27%
2014	6	4	40%
2015	9	4	31%
2016	12	5	29%

Source: Class Schedule Report (CBM004)

Mean Grade Point Average (GPA): The GPA of students completing the program for the last six academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.25	3.44	3.47	3.58	3.22	3.58

Source: Student Information System

IMPLEMENTED IMPROVEMENT

Increased opportunities for publication.

Outcome: Conduct secondary research to demonstrate an understanding of the principles and methods of mathematical research.

Action: Program faculty petitioned for and received additional internal funding for research.

Evaluation: The additional funding received in 2014 through 2016 resulted in increased faculty and student publications.

Data:

Institutionally Funded Research

Year	Amount
2013	$22,897
2014	$46,639
2015	$53,518
2016	$54,062

Faculty and Student Publications

2013
Thron, C., & Watts, J. (2013). A Signal Processing Model of Quantum Mechanics. *African Review of Physics*, vol. 8 (This article presents some results from Johnny Watts' master's thesis.)
Thron, C., & Jackson, E. (2013). Practicality of Agent-Based Modeling of Civil Violence: an Assessment. *IOSSBR Journal of Social Sciences Research*, vol. 2. (This article presents some results from Elizabeth Jackson's master's thesis.)
2014
Aziz, A., Thron, C., Cui, S.G., & Georghiades, C. (2014). Linearized Robust Beamforming for Two-Way Relay Systems. *IEEE Signal Processing Letters*, 21(8), 1017. doi:10.1109/LSP.2014.2322118
Fotsa, D., Houpa, E., Bekolle, D., Thron, C., & Ndoumbe, M. (2014). Mathematical Modelling and Optimal Control of Anthracnose. *Biomath*, 3(1), 1-16. doi:10.11145/j.biomath.2014.04.161
Diestel, G. (2014). Factoring Multi-Sublinear Maps. *Journal of Functional Analysis*, 266(4), 1928-1947. DOI: 10.1016/j.jfa.2013.12.010.
2015
Fendji, J. K., Thron, C., & Nlong, J. M. (2015). A metropolis Approach for Mesh Router Nodes Placement in Rural Wireless Mesh Networks. *Journal of Computers*, 10(2), 101. doi:10.17706/jcp.10.2.101-114
Fotsa Mbogne, D. J., & Thron, C. (2015). Optimal Control of Anthracnose Using Mixed Strategies. *Mathematical Biosciences*, 269, 186-198. doi:10.1016/j.mbs.2015.09.003
Thron, C. (2015). An Accumulative Model for Quantum Theories. *Electronic Journal of Theoretical Physics*, 12(33), 29-41.

Hill, J., & Thron, C. (2015). *Elementary Abstract Algebra: Examples and Applications. Lulu.com*, ISBN 9781312856356. (This book is based on the work that Justin Hill did for his Masters thesis.)

Thron, C., & Miller, V. (2015). Persistent Confusions about Hypothesis Testing in the Social Sciences. *Social Sciences,* 4(2), 361-372. (This article is the outcome of a topics course completed by Vincent Miller.)

2016

Thron, C. (2016). Lifestyle Tradeoffs and the Decline of Societal Well-Being: An Agent-Based Model. *Journal of Artificial Societies & Social Simulation*, 19(2), 1. doi:10.18564/jasss.3024

2017

Njoya, A.N., Thron, C., Barry, J., Abdou, W., Tonye, E., Lawrencia Konje, N.S., & Dipanda, A. (2017). Efficient Scalable Sensor Node Placement Algorithm for Fixed Target Coverage Applications of Wireless Sensor Networks. *IET Wireless Sensor Systems*, 7(2), 44-54. doi:10.1049/iet-wss.2016.0076

Diestel, G. (2017). An Extension of Nikishin's Factorization Theorem. *Canadian Mathematical Bulletin*, 60(2017), 104-110. http://dx.doi.org/10.4153/CMB-2016-062-7.

Mission: The mission of the program is to prepare students as criminal justice practitioners, to prepare them for graduate study in the discipline, and to engage in research.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	25%	0%	0%	25%
Understanding	0%	0%	0%	0%	0%
Remembering	50%	25%	0%	0%	75%
All Levels	50%	50%	0%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Explain concepts, major criminological theories, empirical findings, and trends in Criminal Justice.
- Apply legal and ethical principles to the practice of Criminal Justice.
- Describe the structure and functioning of institutions in Criminal Justice.
- Identify the racial and ethnic issues associated with the practice of Criminal Justice.

Offer clear paths to degree completion.

Outcome: Demonstrate knowledge and understanding of the major concepts, theoretical perspectives, and empirical findings on the causes and correlates of crime. Demonstrate understanding and application of basic research methods in criminal justice, including research design, data analysis, and interpretation of findings. Demonstrate an understanding of the fundamentals of criminal justice management.

Action: Faculty updated the course prerequisites in 2013 to improve the curriculum flow and ensure students completed the program in the fewest number of semesters.

Evaluation: A faculty review of chronic course-prerequisite overrides led to a valuation of requirements and a determination to modify them. The resulting practice reduced student frustration and barriers to registration and resulted in an increase in student headcount through increased retention rates.

Data:

Annual Unduplicated Headcount. The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	2012	2013	2014	2015	2016
Total	185	160	173	180	207	193

Source: Student Report (CBM001)

Student Retention Rates. Fall-to-Fall retention rates show the percentage of students first enrolled in the prior Fall who persisted to the Fall semester indicated.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1-Year	57%	60%	80%	76%	71%	62%
2-Year	14%	16%	33%	47%	26%	0%
3-Year	7%	16%	13%	20%	0%	0%
4-Year	4%	4%	8%	0%	0%	0%

Source: Student Report (CBM001)

IMPLEMENTED IMPROVEMENT

Reestablish a strong research culture in the program.

Outcome: Demonstrate understanding and application of basic research methods in criminal justice, including research design, data analysis, and interpretation of findings.

Action: In the external academic program review conducted in early 2016, the reviewer noted the professional youth of the program's tenured and tenure-track faculty, and the inherent opportunities and challenges presented. The reviewer noted the necessity for faculty to publish to advance the mission of the university and expand the department's influence within the field. The reviewer stressed the importance of guidance from senior faculty mentors for the success of young faculty members, noting the additional burden this effort places on the more experienced faculty members.

Evaluation: Annual faculty publications increased from one in 2014 to four in 2016 and two so far in 2017. At the same time, student's perception of their ability to perform research declined two percentage points, even though their performance on the Area Concentration Achievement Test (ACAT) in the area of research methods increased 11 percentage points in the 23rd percentile.

Data: Students perceived their ability to learn how to find and use resources for answering questions or solving problems as substantial or exceptional at the rate of 82.9% in 2016, 83.8% in 2015, and 85.2% in 2014.

The percentage of program students completing the ACAT nationally ranking at or above the following percentiles.

Year	60th Percentile	40th Percentile	23rd Percentile
2015	42%	50%	71%
2016	44%	61%	72%
2017	55%	73%	82%
Change from 2015 to 2016	+13%	+23%	+11%

Faculty Publications

2014
Berry, F. (2014). Flying the sign: A year in the life of a homeless man. Saarbrucken, Germany: *Scholar's Press*.
2015
Dentice, D. and M. Dietert. (2015). Liminal spaces and the transgender experience. *Theory in Action*, 8(2), 69-96.
Taylor, L. R. (2015). State of the research: The responsivity principle. *Perspectives* (0821-1507), 39(2), 50-54.
2016
Bracewell, T. (2016). Multi-disciplinary teams: What's the point? *Sexual Assault Report*, 19(4), 49-63.
Greenwood, L. (2016). Dugard, Jaycee, kidnapping of (1991). In S. Chermak & F.Y. Bailey (Eds.), *Crimes of the Centuries: Notorious Crimes, Criminals, and Criminal Trials in American History*. (Vol.1, pp.233-236). Santa Barbara, CA: ABC-CLIO.
Quiñones, M. (2016). Mariel Boatlift. In S. Chermak & F.Y. Bailey (Eds.), *Crimes of the Centuries: Notorious Crimes, Criminals, and Criminal Trials in American History*. Santa Barbara, CA: ABC-CLIO.
Taylor, L. R. (2016). General responsivity adherence in juvenile drug treatment court: Examining the impact on substance-use outcome. *Journal of Drug Issues*, 46(1), 24. doi:10.1177/0022042615610618
2017
Bracewell, T. (in press). How children's advocacy centers have changed the course of child sexual abuse investigations. In Moriarty, L. & Jerin, R. (Eds). *Current Issues in Victimology Research* (3ed). Carolina Press.
Taylor, L. R., Caudy, M., Blasko, B. L., & Taxman, F. S. (2017). Differences by gender in predictors of motivation among substance abuse treatment participants. *Substance Use & Misuse*, 52(4), 468-476. doi:10.1080/10826084.2016.1245332

STANDING REQUIREMENTS

Mission: The mission of the Sociology Program at Texas A&M University Central Texas is to assist students in acquiring a Liberal Arts education by providing an understanding of the fundamental theories and practices of the discipline of sociology, which includes the structure, patterns, and interrelationship of the various sociological institutions, as well as the effects of these structures on the individual and society. Sociology is the scientific study of human, social behavior, and the program faculty commits to being well-prepared, providing excellent instruction, and informing our teaching with research, so that our students learn to think sociologically by critically analyzing and understanding society and the individual. We believe human behavior is the direct result of sociological forces—including cultural factors, social institutions, and ideologies, and that we must equip students to use the power of scientific reason in solving human social problems. With this knowledge and an ability to use the sociological imagination, we believe our students can become better citizens within the community and the global world.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	25%	25%	25%	0%	75%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	25%	0%	0%	25%
All Levels	25%	50%	25%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate skills and techniques in conducting social science research.
- Define and apply sociological theory.
- Identify social inequalities in terms of race, ethnicity, class, gender, and sexuality.
- Demonstrate discipline appropriate writing ability.

IMPLEMENTED IMPROVEMENT

Ensure students' ability to complete on time.

Outcome: Demonstrate effective writing skills; ability to conduct sociological presentations using statistical software, sociological research databases, and standard descriptive and inferential statistical techniques; ability to analyze social theory and its role in practicing sociology; and ability to use social theory to analyze social interactions and institutions.

Action: Increased elective options with new classes to ensure student are able to meet degree requirements promptly.

Evaluation: Faculty identified declines in retention rates. Students were challenged to find courses available to complete their degrees and apparently were not able to enroll the following fall semester after initial enrollment. Faculty created six new courses, which resulted in improvements in both enrollment and retention rates.

Data:

Annual Unduplicated Headcount. Individual student counts by classification to show the distribution of enrollments by students' classification (freshman, sophomore, junior, senior, and post-baccalaureate). Classifications represent the number of students at the census date of the last semester of the academic year.

	2011	2012	2013	2014	2015	2016
Total	32	40	46	50	55	69
Freshman	1	-	-	-	1	-
Sophomore	2	3	6	8	7	11
Junior	9	18	15	24	19	28
Senior	20	18	25	18	25	28
Post Bac	-	1	-	-	3	2

Source: Student Report (CBM001)

Student Retention Rates. Fall-to-Fall retention rates include the percentage of students first enrolled in the prior Fall who persisted to the Fall semester indicated.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
One-Year	40%	50%	46%	17%	71%

Source: Student Report (CBM001)

IMPLEMENTED IMPROVEMENT

Modified teaching method.

Outcome: Demonstrate skills and techniques in conducting social science research.

Action: In 2011, program faculty and peers reviewed the course and implemented an improvement in the development of weekly modules to help students understand the progressive nature of both writing and the writing assignments in the course.

Evaluation: Faculty modified the course material in SOCK 412 to enable a clearer picture of the iterative process of writing. The change increased student perception of learning 5 percentage points from 2012 to 2017.

Data: Students perceived substantial or exceptional progress in learning how to find and use resources for answering questions or solving problems at a rate of 89.4% (84 out of 94 students) in 2014, 79.4% in 2015, 85.7% in 2014, 86.2% in 2013, and 83.8% in 2012.

Mission: In addition to advancing the mission of Texas A&M University-Central Texas and the College of Arts and Sciences, the mission of the Master of Criminal Justice Program is to prepare students for advancement in criminal justice career fields, further graduate study, and teaching criminal justice at the college level.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	25%	0%	25%	0%	50%
Understanding	0%	25%	0%	0%	25%
Remembering	0%	25%	0%	0%	25%
All Levels	25%	50%	25%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Identify current theories and research relating to criminal justice in order to implement appropriate responses to crime.
- Apply research methods to test theory and apply in addressing public safety concerns.
- Manage the specialized resources (physical and personnel) available to criminal justice agencies.
- Discuss the key concepts and evaluate the application of foundational ethical systems to criminal justice practice.

Increase ethical reasoning skills of graduates.

Outcome: Discuss the key concepts and evaluate the application of foundational ethical systems to criminal justice practice.

Action: In 2012, faculty members, in cooperation with Tarleton State University (our parent institution), reviewed the program requirements within a larger external review of the degree and identified a deficit in ethical knowledge content compared to industry standards. Faculty created a Criminal Justice Ethics course to meet industry standards for ethics and removed the special topics course in the core degree requirements.

Evaluation: The course change appears to have enhanced the curriculum, having resulted in increases in the overall program's GPAs and student retention rates.

Data:

Mean Grade Point Average (GPA) shows the mean GPA of students completing the program and those completing all programs in the college for the last six academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015
Program	3.21	3.23	2.94	2.70	3.24
College - Graduate	3.39	3.39	3.23	3.19	3.45
University - Graduate	3.59	3.43	3.40	3.36	3.44

Source: Student Schedule Report (CBM00S)

Fall-to-Fall retention rates shown in the table below include the percentage of students first enrolled in the prior Fall who persisted to the Fall semester indicated.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
One-Year	17%	43%	40%	100%	60%

Source: Student Report (CBM001)

IMPLEMENTED IMPROVEMENT

Increase student options in the program.

Outcomes:

Apply research methods to test theory and address public safety concerns.

Identify current theories and research relating to criminal justice to implement appropriate responses to crime.

Action: In 2011, faculty eliminated the prerequisite CJ 514, Directed Study in Criminal Justice, as one of five required writing intensive (WI) courses in the program to allow for additional electives and to encourage students to broaden their master's degree.

Evaluation: Despite the reduction in research preparation courses, students' perception of their gains in learning related to research increased 7 percentage points from 2012 to 2016.

Data: Students perceived substantial or exceptional learning on how to find and use resources for answering questions or solving problems at a rate of 82% in 2016, 83% in 2015, 75% in 2014, 76% in 2013, and 75% in 2012.

Mission: The mission of the Texas A&M University-Central Texas Social Work Program is to prepare graduates for leadership and professional generalist practice by integrating social work values, ethics, skills, and knowledge through an emphasis on excellence. Responsive to the needs of the local community, the State of Texas, and to society as a whole, the Social Work Program delivers a broad-based liberal arts education that is sensitive to vulnerable, oppressed, and at-risk populations.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	11%	11%	22%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	56%	22%	78%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	0%	0%	67%	33%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Ensure students have the skills needed to succeed.

Outcome: Student Success.

Action: In Fall 2016, the program implemented mandatory new student orientation for all incoming students. The orientation is in addition to the university's voluntary program and provides the student with a detailed introduction to the program and the resources available to help students succeed.

Evaluation: The university's undergraduate social work program is designed to offer the highest quality program to students. The program received national accreditation in Spring 2017 as a result of careful and detailed program improvements. The new student orientation program takes further steps to ensure student success. While in its infancy, evidence of its effectiveness is evidenced by increased student retention rates.

Data: The program enrolled 31 new students in Fall 2014, of which 65% continued through the following semester. In Fall 2016, 29 students were newly enrolled in the program, of which 66% returned the next semester.

Source: CBM001 Reports

IMPLEMENTED IMPROVEMENT

Ensure students have the skills needed to succeed.

Outcome: Demonstrate skill in evaluating research and utilizing findings to enhance practice competencies.

Action: In 2013, a newly hired professor introduced innovative teaching strategies, created a second research course to allow more time and include statistics, and added the policy course (the second writing intensive class) as a prerequisite to the research classes.

Evaluation: The modifications to the curriculum increased students' perceptions of learning research 6 percentage points.

Data: Students perceived substantial or exception progress toward learning how to find and use resources for answering questions or solving problems at a rate of 80.3% in 2016, 80.9% 2015, 77.9% in 2014, and 74.4% in 2013.

Mission: The College of Business Administration at Texas A&M University-Central Texas shares with the University its commitment to provide the Central Texas region, and beyond, affordable access to a high-quality, student-focused learning environment where students have the opportunity to acquire the knowledge and competencies necessary to succeed in the global business environment.

Program Outcomes:

- Support A&M-Central Texas' efforts to maintain regional reaccreditation
- Continue to meet all ACBSP maintenance of accreditation deadlines
- Complete and submit for approval the AACSB Eligibility Application
- Complete the AACSB Initial Self-Evaluation Report (ISER)
- Ensure quality academic programs through the utilization of an outcomes-based academic assessment process and associated continuous improvement
- Improve programs through periodic program review
- Improve the design quality of all courses
- Undergo curriculum review with goals
- Business students will have access to Study Abroad Programs
- Raise the level of engagement in scholarly activities of COBA faculty in accordance with new AACSB faculty qualification categories
- Provide faculty development funds
- One hundred percent of faculty will have access to financial support for conference attendance through either the University FSRC or COBA funding
- Raise funds to support endowed positions
- Provide for faculty teaching professional development and recognition of teaching excellence
- Design a succession planning system for administrative positions, committee members, and leadership
- Ensure successful new faculty on-boarding and mentoring
- Offer small class size and low faculty to student ratio
- Increase full-time faculty staffing to improve student access and learning
- Enhance undergraduate student advising through the combined efforts of professional advising staff and faculty advising
- Participate with Alumni center to design systems to track COBA graduates
- Monitor student career success
- Support the establishment and institutionalization of service-learning within COBA programs
- Integrate community engagement via student projects, research, and internships
- Increase the level of faculty community engagement in teaching, research and service
- Maintain an engaged COBA Advisory Committee
- Support and uphold the Principles of Responsible Management Education (PRME)

Enhanced undergraduate advising.

Outcome: Enhance undergraduate student advising through the combined efforts of professional advising staff and faculty advising.

Action: College administration hired one full-time academic advisor dedicated to professionally advising the College of Business Administration (COBA) undergraduate students.

Evaluation: Onboard in 2014, the professional advisor meets with COBA undergraduate students before registration each semester. The advisor explains degree plan options and course availability, completes Student Enrollment Plans (SEP), and directs students to meet with a faculty advisor. The advisor has not been in place long enough to realize increases in graduation rates, but course completion rates have returned to previous highs of 86%, indicating a high probability of promising results.

Data:

Course Completion Rates: The student course enrollments completing a course with a "C" or better, divided by the number of students enrolled on the census day.

Year	Semester	Course Enrollments	Course Completions	Percent Complete
2011	Summer	1105	949	86%
2011	Fall	1517	1286	85%
2012	Spring	1628	1359	83%
2012	Summer	1063	936	88%
2012	Fall	1805	1520	84%
2013	Spring	2025	1698	84%
2013	Summer	1177	1010	86%
2013	Fall	2293	1841	80%
2014	Spring	2181	1747	80%
2014	Summer	1134	976	86%
2014	Fall	2274	1848	81%
2015	Spring	2572	2076	81%
2015	Summer	1210	1005	83%
2015	Fall	2560	2153	84%
2016	Spring	2600	2231	86%
2016	Summer	1379	1179	85%
2016	Fall	2936	2429	83%
2017	Spring	3001	2570	86%

Source: Student Schedule Report (CBM00S)

IMPLEMENTED IMPROVEMENT

Research support.

Outcome: Increase the research and scholarship footprint for the college.

Action: The dean of the College of Business Administration (COBA) ensured funding was available to allow faculty to attend national presentations of their research findings.

Evaluation: The maintenance of travel funding over the years to support faculty with opportunities to attend conferences and present their research has resulted in continued research productivity, which is an essential component towards achieving national accreditation.

Data: In 2015, approximately $55,000 was spent for faculty to attend academic conferences and to present their scholarship. This allowed 90% of full-time faculty attended at least one conference.

In 2016, all full-time faculty attended at least one academic conference, fully funded. Many have attended two, and a few have attended four conferences.

In 2017, COBA received $24,000 in faculty development funding. Additionally, COBA allocated another $50,000 from other service fees to fund faculty travel to academic conferences for presentations and the advancement of their scholarship.

IMPLEMENTED IMPROVEMENT

Add an international perspective to the advisory board.

Outcome: Maintain an engaged College of Business Administration (COBA) Advisory Committee

Action: The dean and faculty committed COBA as a founding member of the One Planet Education Network (OPEN), developed and supported by the World Wildlife Fund.

Evaluation: COBA engages the local community in matters related to the college and its programs. The Advisory Board provides input to the college on the value of programs to the community, provides scholarship funds, and promotes COBA and A&M-Central Texas. Joining OPEN enables the college to gain an international perspective, which is meaningful to our mission when we consider our student body is 40% to 50% military-affilitated and has a high probabilty of practicing their degrees outside the local area.

Data: COBA Advisory Board Membership

Name	Organization	Position
Bryon Borchers	Regions Bank	Branch Manager
Perry Cloud	Cloud Construction, Inc.	Owner
Brenda Coley	Metroplex Hospital	Human Resource Director
Diane Connell	Connell Chevrolet (sold)	Retired Business Owner
Steve Hanik	Century Link	Regional Director
Susan Kamas	Texas Workforce Board	Director
Rick Kasberg	KPA Engineers	Owner
Bill & Mary Kliewer	BKCW Insurance Agency Patriot, Buick, GMC	Owner
Paula Lohse	Toyota Of Killeen	Owner
Gregg Miller	RR Express Marketing	VP Business Development
David Nix	Nationwide Insurance	Owner
Ron Stepp	Lott/Vernon	Owner
Jerry Tait	CGI	Director
Pete Taylor	Retired General (Army)	President
Jerry Tyroch	Lott Vernon	Owner
Martha Tyroch	McClane Group	Personal Relations
Ken Schiller	K&N Management	Owner

Fiscal Year 2015, the COBA Advisory Board met in Fall 2014.

Fiscal Year 2016, the COBA Advisory Board met in Spring 2016 and Summer 2016. Additionally, the college attended the AACSB Business Advisory Council in Boston and returned with a series of concepts and best practices for the COBA Advisory Board's consideration.

Fiscal Year 2017, the COBA Advisory Board met in October 2016 in conjunction with the Fall 2016 Faculty Retreat.

Mission: The mission of the BS Aviation Science Aviation Management Program at Texas A&M University Central Texas is to develop aviation leaders and successful managers in the air carrier industry by providing majors a high quality and relevant education in aviation business management. The program provides the majors the ability to professionally communicate, reason ethically, and lead and manage organizations within the aviation management industry. Additionally, the program provides the graduate with the required background in aerospace law, management, and procedures for operations in air carrier workplaces, airport management, operations, and the administration of public airports.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	10%	0%	0%	10%
Evaluating	0%	10%	0%	0%	10%
Analyzing	0%	0%	0%	0%	0%
Applying	40%	0%	30%	0%	70%
Understanding	0%	0%	0%	0%	0%
Remembering	10%	0%	0%	0%	10%
All Levels	50%	20%	30%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate knowledge of laws, regulations, and legal issues affecting the aviation industry.
- Demonstrate knowledge of the issues affecting aviation safety and safety management.
- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
- Design and defend a reasoned resolution to an ethical challenge.
- Demonstrate management knowledge proficiency.
- Demonstrate how technology can support business decision making.
- Identify the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that aid in working with people from different cultures.

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores (p = 0.059). Online versus F2F sections were analyzed to see if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes (p = 0.105). However, both modes were compared for overall differences, which was found to be significant (p = 0.029).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

STANDING REQUIREMENTS

Mission: The mission of the BS Aviation Science Professional Pilot Program at Texas A&M University Central Texas is to develop aviation leaders and successful pilots in the air carrier industry by providing majors a high quality and relevant education in in advanced aircraft systems and business management. The program provides the majors the ability to professionally communicate, reason ethically, and lead and manage organizations within the air carrier industry. Additionally, the program provides the graduate with the required background in aerospace law, management, advanced procedures for the operation of complex advanced aircraft, as well as procedures for operations in air carrier workplaces.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	13%	0%	0%	13%
Evaluating	0%	13%	0%	0%	13%
Analyzing	0%	0%	0%	0%	0%
Applying	50%	0%	25%	0%	75%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	50%	25%	25%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate technical knowledge of advanced aircraft systems.
- Demonstrate knowledge of laws, regulations, and legal issues affecting the aviation industry.
- Demonstrate knowledge of the issues affecting aviation safety and safety management.
- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
- Design and defend a reasoned resolution to an ethical challenge.
- Demonstrate management knowledge proficiency.

IMPLEMENTED IMPROVEMENT

Provide clear transfer pathways from two-year partnering institutions.

Outcome: Student Access.

Action: The sole faculty member toured each of the program's two-year partnering institutions to negotiate revised articulation agreements in response to low program enrollments and cited threats to the program on the 2016 external academic program review.

Evaluation: In 2016, the faculty member conducted an external program review and identified the small number of enrollments in the program as a threat. Low enrollments were preventing the program from obtaining the resources needed to hire additional faculty members and convert courses to an online modality. The program relies on its neighboring two-year partnering institutions to funnel students. However, few universities in the nation offer this program to students, and an online option would extend the program's reach. The resulting activity would resolve the resource issues. By increasing enrollments from current student sources, the program director convinced the College of Business Administration to dedicate the resources need to convert the program's modality. The program will be fully online in Fall 2017.

Data:

Annual Unduplicated Headcount. Enrollments of students attending the program in a given year. The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

Year	Enrollments
2014	7
2015	33
2016	47

Source: Student Report (CBM001)

BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING

STANDING REQUIREMENTS

Mission: The mission of the BBA in Accounting is to prepare students from diverse backgrounds for a career in accounting. Students will receive high-quality, relevant education needed for positions in public accounting, corporate accounting, tax accounting, or as preparation for advanced studies in accounting. Studies will include the requisite technical knowledge and will also stress oral and written business communication, critical thinking, and ethical behavior.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	9%	0%	0%	0%	9%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	45%	0%	36%	0%	82%
Understanding	0%	0%	0%	0%	0%
Remembering	9%	0%	0%	0%	9%
All Levels	64%	0%	36%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate knowledge of and the ability to apply GAAP.
- Demonstrate knowledge of ethical principles and the law in accounting applications.
- Demonstrate knowledge of and the application of Generally Accepted Auditing Standards.
- Demonstrate the application of technology used in the accounting profession.

IMPLEMENTED IMPROVEMENT

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better, than the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores (p = 0.059). Online versus F2F sections were analyzed to see if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes (p = 0.105). However, both modes were compared for overall differences, which was found to be significant (p = 0.029).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

Mission: The mission of the Finance program is to provide students with the skills needed to develop a career in finance in a global economy and to pursue advanced studies. Students will receive a high-quality, relevant education that includes the requisite technical knowledge in analysis, valuation, and ethical and effective communication. We achieve this through a dedicated faculty's continued pursuit of excellence in teaching and scholarship. Further, the Finance program will provide support and expertise to other programs within the College of Business Administration.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	8%	8%	0%	0%	15%
Evaluating	0%	8%	8%	0%	15%
Analyzing	0%	0%	8%	0%	8%
Applying	23%	0%	23%	0%	46%
Understanding	8%	0%	0%	0%	8%
Remembering	8%	0%	0%	0%	8%
All Levels	46%	15%	38%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Produce a well-reasoned resolution to an ethical challenge.
- Identify how the differences in business environments between countries may impact business decisions.
- Exhibit cross-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate fundamental knowledge of financial concepts and institutions.
- Perform financial analysis and demonstrate knowledge of evaluation methods.
- Value financial assets and estimate a firm's value.
- Effectively and ethically communicate information to relevant stakeholders.

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

STANDING REQUIREMENTS

Mission: The mission of the MS in Accounting is to develop students into leaders in their chosen field in the profession of accounting. Students will be prepared to thrive in the constantly changing accounting environment. Ethics, business communication, global awareness, and critical thinking will be significant components of the degree program.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	25%	0%	25%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	25%	0%	25%	0%	50%
Understanding	25%	0%	0%	0%	25%
Remembering	0%	0%	0%	0%	0%
All Levels	50%	0%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate the knowledge required of a practicing professional accountant.
- Demonstrate critical thinking by examining and evaluating alternative solutions to accounting and ethical problems.
- Display an understanding of the general business environment and the ethical issues that may arise.
- Compose business communications in correct format and appropriate for the targeted audience.

IMPLEMENTED IMPROVEMENT

Provide quality programs of high demand in the region.

Outcome: Student Success.

Action: The University's accreditation authorized the offering of all programs offered at parent university at the time we received our independent accreditation; this included the M.S.in Accounting. To offer a valuable and rigorous program in demand by our region, faculty needed to create courses.

Evaluation: In Spring 2013, faculty designed courses and submitted a curriculum request to offer the degree in Fall 2013. The request was approved. The M.S. in Accounting is essential to accounting students seeking to sit for the CPA exam in Texas, which requires 150 hours of higher education credit.

The region needed an affordable accounting program capable of preparing citizens for sitting for the CPA exam to meet this demand.

Data: Economists project the Central Texas job market will grow 27,000 jobs between 2014 and 2024, and 100 of those new jobs will be for accountants.

http://www.texaswages.com/Projections

Mission: The mission of the Bachelor of Business Administration - Computer Information Systems program (BBA-CIS) program at Texas A&M University-Central Texas is to prepare students for successful careers in public, private and nonprofit sectors by providing a blend of business knowledge and computer information systems skills so that our graduates can produce ethical solutions to tackle growing information needs of organization in effective and efficient way.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	
Creating	6%	6%	0%	0%	13%
Evaluating	0%	6%	0%	0%	6%
Analyzing	0%	0%	6%	0%	6%
Applying	38%	6%	19%	0%	63%
Understanding	0%	0%	0%	0%	0%
Remembering	6%	0%	6%	0%	13%
All Levels	50%	19%	31%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Produce a well-reasoned resolution to an ethical challenge.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate knowledge proficiency in the principles of management.
- Demonstrate comprehension of leadership principles.
- Analyze business requirements and design appropriate Information Systems solutions.
- Identify and evaluate Information Systems solutions for business situations and select optimal solutions to meet the organization's needs
- Demonstrate an ability to apply general knowledge and skills related to data communications and infrastructure solutions to an organization's Information Systems needs.

- Demonstrate an ability to apply general knowledge and skills related to software application solutions to an organization's Information Systems needs.
1. Demonstrate an ability to apply general knowledge and skills related to database solutions to an organization's Information Systems needs.

IMPLEMENTED IMPROVEMENT

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75percent or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58percent achieving the target, up 24percent from the previous calendar year (CY). However, they still did not meet the 70 percent target. In terms of online sections versus F2F sections, 60percent of the F2F students achieved the target, which is a 22percent increase from the previous CY. Of the online students, 28percent achieved the target, which is down 1percent from the previous CY.

STANDING REQUIREMENTS

Mission: The mission of the Bachelor of Science in Computer Information Systems program (BS-CIS) program at Texas A&M University-Central Texas is to provide our students with relevant high quality instruction of theory and practice of computer science and computer information systems. Graduates of the BS-CIS program are equipped with sound technical knowledge, skills and understanding of Information Systems.

The Management and Networking concentration is designed to enhance students' knowledge in skills in dealing with complex network and management applications.

The Software Engineering and Database Design concentration is designed to enhance students' knowledge in skills in dealing with complex software engineering and database applications.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	7%	0%	0%	7%
Analyzing	0%	0%	7%	0%	7%
Applying	57%	0%	21%	0%	79%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	7%	0%	7%
All Levels	57%	7%	36%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate ability to orally communicate effectively on technical and non-technical subjects in computer information systems.
- Demonstrate ability to write effectively on technical and non-technical subjects in computer information systems.
- Work well independently and as a part of diverse teams.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives and produce a well-reasoned resolution.
- Analyze business requirements and design appropriate Information Systems solutions.
- Identify and evaluate Information Systems solutions for business situations and select optimal solutions to meet the organization's needs
- Demonstrate an ability to apply general knowledge and skills related to data communications and infrastructure solutions to an organization's Information Systems needs.

- Demonstrate an ability to apply general knowledge and skills related to software application solutions to an organization's Information Systems needs.
- Demonstrate an ability to apply general knowledge and skills related to database solutions to an organization's Information Systems needs.
- Demonstrate a depth of knowledge and skills relating to the application of Business Analytics
- Demonstrate a depth of knowledge and skills relating to the application of Business Analytics
- Demonstrate a depth of knowledge and skills relating to the application of Networking and Management
- Demonstrate a depth of knowledge and skills relating to the application of Software Engineering
- Demonstrate a depth of knowledge and skills relating to the application of Database technologies.

IMPLEMENTED IMPROVEMENT

Offer clear paths to degree completion.

Outcome: Program Course Completion.

Action: Program faculty reviewed and recommended changes to all program course prerequisites to remove prerequisites unnecessary for student success, improve program sequencing, and ensure prerequisite courses offered the higher level of skills needed to successfully pass the course. The approved changes in the table below took effect in the 2015-2016 academic year.

Course	Original	Updated	Reason
CISK 305	BCIS 1332, ITSE 2417, ITSE 1401, CISK 330, CISK 331, CISK 332, or other program language	CISK 340, 341, 342, 343	Higher level of skills needed to succeed
CISK 351	CISK 330, 331, 332, 340	CISK 340, 341, 342, 343	Higher level of skills needed to succeed
CISK 480	CISK 340, 343, 440	CISK 340, 341, 342, 343	Improve Sequencing
CISK 478	CISK 476	CISK 348	Improve Sequencing
CISK 476	INTW 2321, CISK 347	CISK 348	Improve Sequencing
CISK 343	ITSE 2421, CISK 330	CISK 330, 331, 332	Improve Sequencing
CISK 332	CISK 331	CISK 303	Improve Sequencing
CISK 330	ITSE 1401, CISK 331	CISK 303	Improve Sequencing
CISK 312	BCIS 1301, COSC 1301, CISK 300	None	Not required for success
CISK 303	CISK 300	None	Not required for success
CISK 315	BCIS 1301, COSC 1301, CISK 300	None	Not required for success
CISK 346	COSC 1301, CISK 300	None	Not required for success
CISK 347	COSC 1301, CISK 300	None	Not required for success

CISK 450	COSC 1301, Advanced CISK, ACCK	None	Not required for success

Evaluation: Students succeeded in courses at an average rate of 44% to 46% between Fall 2012 and Fall 2014. Success rates began to improve as instructors made allowances for students. With the implementation of the updated prerequisites in Fall 2015, students began to complete courses at a rate of four out of five, or better overall. Rates dipped below four out of five in rare instances. Overall, the change improved students' ability to complete these courses.

Data: The table demonstrates the percentage of program students completing all sections of the courses offered for the indicated semester.

Course	2012 Fall	2013 Spr	2013 Sum	2013 Fall	2014 Spr	2014 Sum	2014 Fall	2015 Spr	2015 Sum	2015 Fall	2016 Spr	2016 Sum	2016 Fall
CISK 300	50	46	50	41	44	42	66	90	94	92	90	91	93
CISK 305		43			41			80			81		
CISK 312	45			47			91		91			100	
CISK 315	50	43	47	41	36	40	88		92	96		92	76
CISK 330		48			42			96			88		
CISK 332	41		44			50			88			84	
CISK 343		50			35			79			71		
CISK 346	48	43	50	48	45	46	92	80	100	96		100	100
CISK 347	50	43		43	50	47	100	88	96	100	100	96	78
CISK 450	41	40	30	45	46	42	86	86	85	67	67	91	87
CISK 476	50			46			100			100	100		100
CISK 478		45			50			81		80	96		100
CISK 480	44			50	50		94			100			100
All	46	44	44	44	44	44	85	86	92	90	86	93	88

Source: Student Class Report (CBM004)

Mission: The mission of the Computer Science program at Texas A&M University-Central Texas is to provide a program of study that 1) prepares students for successful careers as computer scientists in the public and private sectors and 2) prepares students for continued advanced study of computer science at the graduate level.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	0%	0%	0%	0%
Evaluating	0%	13%	13%	0%	25%
Analyzing	0%	0%	13%	0%	13%
Applying	25%	0%	38%	0%	63%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	25%	13%	63%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate ability to orally communicate effectively on technical and non-technical subjects in computer science.
- Demonstrate ability to write effectively on technical and non-technical subjects in computer science.
- Work well as a part of diverse teams.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives and produce a well-reasoned resolution.
- Analyze business situations and design appropriate computer science solutions.
- Evaluate computer science requirements for business situations and select optimal solutions.
- Demonstrate a competency of theories, terms, and skills to address complex software development design problems.
- Demonstrate a knowledge of current technology in computer science.

Offer clear paths to degree completion

Outcome: Program Course Completion

Action: Program faculty reviewed and recommended changes to all program course prerequisites to remove prerequisites unnecessary for student success, improve program sequencing, and ensure

prerequisite courses offered the higher level of skills needed to successfully pass the course. The approved changes in the table below took effect in the 2015-2016 academic year.

Course	Original	Updated	Reason
CISK 305/ C SK 380	BCIS 1332, ITSE 2417, ITSE 1401, CISK 330, CISK 331, CISK 332, or other program language	CISK 340, 341, 342, 343	Higher level of skills needed to succeed
CISK 476/ C SK 476	INTW 2321, CISK 347	CISK 348	Improve Sequencing

Evaluation: Students succeeded in courses at an average rate of 25% to 50% between Spring 2013 and Fall 2014. Success rates began to improve as instructors made allowances for students. With the implementation of the updated prerequisites in Fall 2015, students began to complete courses at a rate of four out of five, or better overall. Overall, the change improved students' ability to complete these courses.

Data: The table below demonstrates the percentage of students completing all sections of the courses offered in the indicated semester.

Course	2013 Spring	2014 Spring	2015 Spring	2016 Spring	2016 Fall
C SK 380	40%	37%	63%	92%	
C SK 478	25%	50%	71%	100%	80%
All	33%	42%	67%	95%	80%

Source: Student Schedule Report (CBM00S)

Mission: The mission of the Master of Science in Information Systems (MSIS) program at Texas A&M University-Central Texas is to provide graduate students with relevant, high quality education to prepare them for professional advancement, expanded leadership responsibility, significant technical accomplishments, and/or further educational development in information systems and related fields.

The program develops students' knowledge, skills, and ethics vital to analysis, decision making, planning, designing, implementing, and managing organizational information systems in the global market place.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	29%	0%	0%	0%	29%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	43%	0%	29%	0%	71%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	71%	0%	29%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate an ability to integrate knowledge of the information systems discipline and produce a written response commensurate with graduate level skills in the core areas of the Information Systems Program.
- Demonstrate an ability to integrate knowledge of the information systems discipline and produce an oral response commensurate with graduate level skills in the core areas of the Information Systems Program.
- Work well as a part of diverse teams.
- Demonstrate the skills and abilities to research and evaluate current and emerging trends and technologies in order to build effective organizational solutions.
- Demonstrate an understanding of the role of information systems in supporting organizational decision-making and for achieving competitive advantage.
- Demonstrate the knowledge, skills and abilities necessary to analyze business needs, and then acquire and/or design and develop the appropriate solution from existing and emerging technologies and tools.
- Function in an ethical and professional manner and demonstrate the knowledge required to engage in continued professional development and lifelong learning.

Increased program rigor.

Outcome: Demonstrate the ability to write effectively on technical and non-technical subjects in computer information systems.

Action: The program faculty recommended the existing program be changed starting Fall 2014 to add a thesis option. Additionally, it was recommended the current thesis course be changed to a variable zero-to six-semester hour course.

Evaluation: Faculty recommended the change to ensure the program would better prepare its graduates to attend doctoral programs in information systems. Additionally, the writing and research skills practiced in developing a thesis would make our graduates more successful in their careers. Grade Point Averages (GPAs) increased after the inclusion of a thesis option.

Data: Seven Texas public universities offer doctoral programs in computer and information science, graduating 478 students between 2010 and 2015. Our graduates are candidates for these programs.

Mean Grade Point Average (GPA). The average GPAs for students completing the program and those completing all programs in the college for the last six academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.36	3.21	3.03	3.07	3.39	3.47

Offer an online thesis option.

Outcome: Demonstrate the skills and abilities to research and evaluate current and emerging trends and technologies to build effective organizational solutions.

Action: Program faculty introduced an online thesis option, with the first course offered in 2012.

Evaluation: Program faculty consistently publish their own research, and they encourage students to do the same to practice and reinforce the research skills essential to success in the field. Of course, student publication is optional. Coinciding with the introduction of the online thesis option, students' perception of progressing learning related to research skills increased 23 percentage points, from 65% in 2013 to 88% in 2016.

Data: Students perceived substantial or exceptional progress in learning how to find and use resources for answering questions or solving problems at a rate of 87.9% in 2016, 78.6% in 2015, 80.6% in 2014, and 65% in 2013.

Thesis Course Sections by Modality

Modality	2009	2010	2011	2012	2013	2014	2015	2016
Face-to-Face	1	2	2	1			1	1
Online				1	1			1

Source: Class Report (CBM004)

Faculty Publications

2014
Dasgupta, D., Ferebee, D., Saha, S., Nag, A.K., Madero, A., Sanchez, A., Williams, J., & Subedi, K.P. (2014). G-NAS: A grid-based approach for negative authentication. In *Computational Intelligence in Cyber Security (CICS), 2014 IEEE Symposium Series*. Orlando, FL: December 9-12.
Teng, J., Wood, C., Chennamaneni, A., & Song, S. (2014). Achieving knowledge management (KM) success: Examining a task-KM strategy fit model. *Journal of Information Technology Management*, XXV(1), 20 – 31.
2015
Nag, A.K., Roy, A., & Dasgupta, D. (2015). An adaptive approach towards the selection of multi-factor authentication. In *Computational Intelligence, 2015 IEEE Symposium Series.*Capte Town, S. Africa: December 7-10.
Saha, K.S., Nag, A.K., & Dasgupta, D. (2015). Human-cognition-based CAPTCHAs. *IT Professional*, 17(5).
2016
Dasgupta, D., Roy, A., & Nag, A.K. (2016). Toward the design of adaptive selection strategies for multi-factor authentication. *Computers & Security* in Elsevier, 63.

Mission: The mission of the Bachelor of Applied Arts and Sciences degree program is to develop business managers and leaders by providing majors a high quality and relevant education in business management including small business and entrepreneurship. The program provides the majors the ability to professionally communicate, reason ethically, become globally business aware, and integrate business knowledge with their technical, military, or supervisory experience. Serving undergraduate students with previous technical training, military training, and / or supervisory experience, this program will prepare graduates to lead and manage an organization within the chosen technical field, move on to leadership and management positions within other industries, and further their education in a selected graduate level business or management program.

Cognitive Levels	Types of Knowledge				
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	**All Levels**
Creating	11%	11%	0%	0%	22%
Evaluating	0%	11%	0%	0%	11%
Analyzing	0%	0%	0%	0%	0%
Applying	22%	0%	33%	0%	56%
Understanding	0%	0%	0%	0%	0%
Remembering	11%	0%	0%	0%	11%
All Levels	44%	22%	33%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications
- Demonstrate proficiency in oral presentations
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
- Design and defend a reasoned resolution to an ethical challenge.
- Identify the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that will aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better, than the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores (p = 0.059). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes (p = 0.105). However, both modes were compared for overall differences, which was found to be significant (p = 0.029).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

STANDING REQUIREMENTS

Mission: The mission of the Human Resource Management BBA degree program is to provide a relevant, innovative, high-quality education that prepares graduates for successful careers in the dynamic field of human resources.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	10%	10%	0%	0%	20%
Evaluating	0%	10%	0%	0%	10%
Analyzing	0%	0%	0%	0%	0%
Applying	30%	0%	30%	0%	60%
Understanding	0%	0%	0%	0%	0%
Remembering	10%	0%	0%	0%	10%
All Levels	50%	20%	30%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Design and defend a well-reasoned resolution to an ethical challenge.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross¬-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate knowledge proficiency in the core HRM functions.

IMPLEMENTED IMPROVEMENT

Ensure students graduate from programs with marketable skills.

Outcome: Student Success.

Action: Suspend enrollment and deactivate the program for a period while assessing the demand for the degree and the ability to offer a quality program under existing budget restrictions, while achieving an additional national accreditation for the program.

Evaluation: The program review, conducted in 2016, led faculty to believe the program was no longer in high demand and raised issues about the department's ability to sustain a quality program with existing budget limitations. Key issues were identified in support of the decision to eliminate the program and address the regional demand for such a program with an emphasis in human resource management (H.R.M.) within the M.B.A.

Data: The B.B.A. in H.R.M. program has experienced declining enrollment in recent years. Faculty received feedback indicating a lack of local jobs for graduates. Moreover, there appeared to be serious resource issues regarding numbers of faculty and compensation. The university budget will not support the additional faculty needed to make necessary revisions and market the degree, and the key program faculty member who teaches half the courses announced her retirement at the end of 2016.

Annual Unduplicated Headcount. The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

Enrollments	2011	2012	2013	2014	2015	2016
Total	44	39	25	32	26	29

Source: Student Report (CBM001)

Mission: The mission of the B.B.A. in Interdisciplinary Business program is to allow students to improve their knowledge and skills in the core business disciplines essential for success in the global business environment, while allowing them flexibility to further concentrate their studies in a single discipline or gain greater knowledge across multiple disciplines.

Please note: Based on a recent program review, this program was selected for elimination. Final approval is pending.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating		0%	9%	0%	9%
Evaluating	0%	18%	0%	0%	18%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	27%	36%	0%	64%
Understanding	0%	0%	0%	0%	0%
Remembering	9%	0%	0%	0%	9%
All Levels	9%	45%	45%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Students will be able to produce a well-reasoned resolution to an ethical challenge.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that will aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate management knowledge proficiency
- Demonstrate comprehension of leadership principles

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

STANDING REQUIREMENTS

Mission: The primary mission of the BBA in Management program is to provide a relevant, innovative, high-quality education that prepares graduates for successful careers in business and government and to successfully compete in the global environment.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	9%	9%	0%	0%	18%
Evaluating	0%	9%	0%	0%	9%
Analyzing	0%	0%	0%	0%	0%
Applying	27%	9%	27%	0%	64%
Understanding	0%	0%	0%	0%	0%
Remembering	9%	0%	0%	0%	9%
All Levels	45%	27%	27%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Produce a well¬ reasoned resolution to an ethical challenge.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross¬-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate knowledge proficiency in the principles of management.
- Demonstrate comprehension of leadership principles.

IMPLEMENTED IMPROVEMENT

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data

through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style; with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the face-to-face (F2F) students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

Mission: The B.B.A. in Marketing aims to provide students with a competitive advantage in the marketplace by ensuring the development of a comprehensive, modern skillset that allows them to evaluate business issues using established qualitative and quantitative approaches.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	8%	8%	0%	0%	17%
Evaluating	0%	8%	0%	0%	8%
Analyzing	0%	0%	0%	0%	0%
Applying	17%	0%	50%	0%	67%
Understanding	0%	0%	0%	0%	0%
Remembering	8%	0%	0%	0%	8%
All Levels	33%	17%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in written communications.
- Demonstrate proficiency in oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives.
- Produce a well-reasoned resolution to an ethical challenge.
- Identify how the differences in business environment between countries may impact business decisions.
- Exhibit cross-cultural competencies that aid in working with people from different cultures.
- Demonstrate knowledge proficiency in the core business disciplines.
- Integrate knowledge across multiple business disciplines.
- Demonstrate how technology can support business decision making.
- Demonstrate proficiency in the principles of marketing.
- Exhibit an understanding of the consumer buying process.
- Demonstrate proficiency in marketing research techniques.

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores (p = 0.059). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes (p = 0.105). However, both modes were compared for overall differences, which was found to be significant (p = 0.029).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

IMPLEMENTED IMPROVEMENT

Increase program rigor.

Outcome: Demonstrate proficiency in written communications.

Action: Program faculty changed the assessed artifact in GBK 301 to improve the efficiency of the assessment process due to assignment length and timing.

Evaluation: The change in assessment artifacts resulted in a clearer understanding of potential improvements in students' research abilities.

Data: Students in GBK 301 have to submit an individual proposal that will be evaluated for writing proficiency. Faculty changed the assessment rubric to address issues and had outside evaluators assess the students' work. A two-person panel evaluated proposals from at least 25% of the students using a writing rubric with the goal of at least 80% of the students scoring an average of 18 out of 24 on the rubric.

In 2016, from a total of 49 submitted papers, 36 were selected for assessment: all 18 papers from face-to-face students and a random selection of 18 online papers were assessed. Overall, only 29% of the papers achieved or exceeded the target of 18 out of 24 (75%) on the grading rubric. Within the face-to-face papers, only 21% achieved or exceeded the target and within the online papers, only 12% achieved or exceeded the target.

Primary areas of concern included basic essay structure, especially in introduction and summary/conclusions development. Most students included incomplete abstracts, which could have been used as an acceptable part of an introduction (thesis statement or purpose). Students were instructed to cite their sources according to APA. Many students did not ensure either their citations were associated with a source in the references, or did not remove any unused sources. Students applied inconsistent APA formatting, including citations, paragraph headings, and the sources on the reference page.

Finally, the rubric includes grading standard definitions with multiple possibilities for grading. For example, under Unsatisfactory / Content Information, the central idea and purpose may be absent from the paper (introduction development problem). However, there can be some evidence of critical thought (which is listed on Needs Improvement on the rubric). This problem is systemic throughout the rubric.

In 2017, 71% (27 out of 38 students) met the target goal, which is just a bit below our threshold. The numbers did vary quite a bit based on modality. The face-to-face students met the target at an 86% rate and the online students met the target at a 50% rate. This gap is a bit higher than we would like to see and bears monitoring to determine if it might just be an issue of the actual classes we sampled.

STANDING REQUIREMENTS

Mission: The primary mission of the BS APSC degree program was to provide a high quality and relevant educational foundation in management that prepared graduates, who had either military skills, technical skills or a technical degree/certificate, to become successful leaders in their chosen fields and to encourage lifelong learning. The BS APSC degree program was approved for elimination in the 2013-2014 Academic Year, and was not offered to new students in the 2014-2015 Academic Year. Currently, the program will be completely phased out by the 2018 Assessment Cycle. There is no intent to conduct continuous improvement on this program.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating		0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	100%	0%	100%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	0%	0%	100%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Legacy students are being advised on the program, according to their catalog year. When courses are required, but not available due to course changes, then substitutions are made for equivalent or other relevant courses.

IMPLEMENTED IMPROVEMENT

Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with n > 30). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style, with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face (F2F) and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some

consternation with students and is possibly a contributing factor in the low overall scores. To combat the "fear" of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the F2F students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student's use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of the all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.

STANDING REQUIREMENTS

Mission: The Master of Business Administration program at Texas A&M University-Central Texas allows students the opportunity to improve their professional marketability by obtaining and integrating graduate level knowledge in the core business disciplines, as well as improving their communication, analytical thinking, and ethical decision making skills. Additionally, the program allows students the flexibility to further concentrate their studies in a single discipline, or gain greater knowledge across multiple disciplines, that may be relevant to their present employment or future opportunities.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	11%	0%	11%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	22%	0%	67%	0%	89%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	22%	0%	78%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate effective research and organizational skills in preparing for written or oral communications in the current business environment.
- Demonstrate effective written communication skills appropriate for the current business environment.
- Demonstrate effective oral communication skills appropriate for the current business environment.
- Demonstrate proficiency in analytical thinking through the research and analysis of business problems.
- Demonstrate proficiency in ethical decision making through the generation of solutions for business related problems or issues.
- Demonstrate knowledge of leadership principles necessary for the global business environment.
- Demonstrate the effects of the global environment on business management and operations.
- Demonstrate knowledge proficiency in the core business disciplines.
- Demonstrate the ability to integrate the core knowledge into effective organizational decisions.

IMPLEMENTED IMPROVEMENT

Updated curriculum to ensure current program content.

Outcomes:

Demonstrate knowledge proficiency in the core business disciplines.

Demonstrate the ability to integrate the core knowledge into effective organizational decisions.

Action: Program faculty accepted a recommendation from the external review conducted in 2013 and changed the degree requirements to include MGTK 501 instead of MGTK 511 or MGTK 568 to align with best practices in M.B.A. degrees.

Evaluation: The recommendation from the external review advised requiring students to attend the introductory course MGTK 501 in their first semester. After implementing the change, average grade point averages (GPAs) and one-year retention rates increased.

Data:

Mean GPAs of students completing the program for the last five academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0 grade scale.

	2012	2013	2014	2015	2016
Program	3.24	3.25	3.25	3.25	3.30

Student Retention Rates: Fall-to-Fall retention rates include the percentage of students first enrolled in the prior Fall who persisted to the Fall semester indicated.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
One-Year	52%	60%	28%	47%	53%	78%

IMPLEMENTED IMPROVEMENT

Updated curriculum to ensure program content is current.

Outcome: Demonstrate proficiency in analytical thinking through the research and analysis of business problems.

Action: Program faculty elected to use assessments that are more rigorous.

Evaluation: The updated assessment with additional embedded questions revealed a greater percentage of students meeting the benchmark.

Data: The eight embedded questions assess #2a: Analysis of Business Problems.

In 2015, 70% of the rated artifacts scored 6 out of 8 or better on the embedded questions.

In 2016, 84% of the rated artifacts scored 16 out of 20, with 21 out of 25 students scoring 15 out of 20 or better.

STANDING REQUIREMENTS

Mission: The Master of Science in Human Resource Management program provides quality academic experiences that prepare students for HRM careers within diverse organizations.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	14%	0%	0%	0%	14%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	0%	86%	0%	86%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	14%	0%	86%	0%	100%

Program Level Student Learning Outcomes:

- Demonstrate effective research skills in preparing for written and oral reports.
- Demonstrate effective written communications that advance appropriate HRM practices in various organizational environments.
- Demonstrate effective oral communications that advance appropriate HRM practices in various organizational environments.
- Demonstrate proficiency in analytical thinking through the research and analysis of organizational HRM issues.
- Demonstrate proficiency in using analytics to inform decisions for specific HRM issues.
- Demonstrate knowledge proficiency in HRM functional areas, including strategic management, employment law and staffing, human resource development, compensation management, employee and labor relations, and risk management.
- Demonstrate ability to integrate knowledge of HRM functional areas to make appropriate HRM recommendations.

IMPLEMENTED IMPROVEMENT

Graduate students from programs with marketable degrees.

Outcome: Student Success.

Action: Faculty proposed suspending student enrollments for five years at the completion of an external program review due to concerns about faculty credentialing and student demand.

Evaluation: A key faculty member elected to retire, leaving the program with too few faculty. Recruiting and retaining faculty in particular fields can be challenging, and college administrators recognized that

attracting a high-quality instructor would be problematic at the salaries currently possible with the existing enrollment levels. Program enrollments had steadily declined over the past few years.

Data:

Annual Unduplicated Headcount: The six-year annual headcount enrollment of students attending the program in a given year. The counts represent individual students enrolled in a given year. Students enrolling in multiple semesters in a given year are counted once. Students enrolled in multiple years are counted for each year attended.

	2011	2012	2013	2014	2015	2016
Total	44	39	25	32	26	29

Source: Student Report (CBM001)

Mission: The TAMUCT MS Management and Leadership program is designed to prepare students for executive leadership positions in business, military, government, and non-profit organizations. The curriculum emphasizes global awareness and cross-cultural sensitivity while focusing on building strong communication skills, creativity, innovative problem-solving, the creation and maintenance of collaborative and productive teams, and the enactment and support of socially responsible behavior. In total, it provides the leadership skills needed to make tough choices and lead change on critical issues facing today's organizations.

Cognitive Levels	Types of Knowledge				
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	**All Levels**
Creating	0%	0%	30%	0%	30%
Evaluating	0%	0%	0%	0%	0%
Analyzing	10%	0%	0%	10%	20%
Applying	0%	0%	40%	0%	40%
Understanding	0%	0%	0%	0%	0%
Remembering	10%	0%	0%	0%	10%
All Levels	20%	0%	70%	10%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate proficiency in applying relevant leadership theories and models to problems/issues encountered in a dynamic and complex business environment.
- Formulate leader actions to foster and achieve an organizational vision and to better align organizational form and function.
- Demonstrate the use of effective written communication skills within the context of a leadership role.
- Demonstrate the use of effective oral communication skills (both prepared and impromptu) within the context of a leadership role.
- Demonstrate professionalism in collaborative team activities.
- Make quality work contributions in collaborative team activities.
- Analyze and evaluate corporate ethics and socially responsible behaviors in a business scenario.
- Formulate managerial actions that foster corporate ethics and socially responsible practices.
- Identify and analyze how globalization and national cultural differences affect managerial activities in specific contexts.
- Synthesize and apply their knowledge of globalization and cultural differences to their own managerial practices at both the interpersonal and firm level.

Increase student awareness of the University Writing Center.

Outcome: Written Communication: Students will demonstrate the use of effective written communication skills within the context of a leadership role.

Action: The program faculty and committee need to continue to monitor the level of student writing quality. Faculty were encouraged to refer students to the University Writing Center (UWC), and a description of and contact information for the resource were added to 75% of program course syllabi to help students improve their writing.

Evaluation: The program assessed a small number of students in 2015 who did not perform well on the rubric. In 2016 and 2017, more students were assessed, but still in smaller numbers than desirable. Student performance improved over the three-year period, and students are now achieving the ideal target.

However, anecdotal reports from program faculty that students write poorly continue to drive efforts to improve in this program outcome. A review of the rubric is in order. Consideration should be given to the possibility that individual program faculty members offer differing levels of scrutiny, nuance, and precision in reviewing student writing.

Data: In 2015 for the Written Communication 1 rubric, three students attended this online course in the fall semester. Falling below the ideal 85%, two students (or 66.67%) reached the target performance level of at least 75% of the possible points on the writing rubric. The small sample size makes it impossible to draw any firm conclusions. For the Written Communication 2 rubric, nine M.S. in Management and Leadership students enrolled in this course in Fall 2015, and three (33.3%) reached the target performance level of 80% on the writing rubric.

In 2016 for the Written Communication 1 rubric, 13 program students attended this course (offered in multiple sections, including both face-to-face and online formats across the spring, summer, and fall semesters) and all 13 (100%) met the target performance level of 75%. For the Written Communication 2 rubric, nine program students attended this course in the fall semester only in a face-to-face format, and eight (89%) reached the target performance levels.

In 2017 for the Written Communication 1 rubric, 11 of 12 students (91%) scored 80% or higher on this measure during the current assessment cycle.

Mission: Provide health care professionals the skills, knowledge, and abilities needed to successfully design, implement, and optimize efficient patient care management and administration systems.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating		0%	20%	0%	20%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	20%	0%	0%	20%
Applying	20%	0%	40%	0%	60%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	20%	20%	60%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Strategize and Apply organizational policy to improve patient care
- Design, implement, and improve optimal human capital and financial management practices
- Employ solid financial management practice in the administration of health care organization
- Analyze data to make informed decisions
- Demonstrate ethical decision making

Offer viable programs

Outcome: Ensure Relevancy of Curricula and Courses

Action: Program faculty developed and implemented a plan to offer a Health Administration Certificate to serve area healthcare workers looking to move to an administration role at local area hospitals and healthcare facilities.

Evaluation: The 15-hour program provides students with the skills and knowledge required to successfully manage a healthcare facility. It was introduced in 2014 due to a demand from local healthcare facilities and providers.

Data:

	2014	2015	2016
Fall Enrollments	19	13	9

Mission: Cultivate leaders in education, counseling, and psychology through rigorous and innovative learning experiences that advance scholarship and service to impact our communities.

Program Outcomes:

- Provide for student success
- Provide high quality academic programs
- Provide faculty opportunities to be excellent
- Connect with the community
- Conduct valuable research in all academic programs

IMPLEMENTED IMPROVEMENT

Ensure access to quality degrees.

Outcome: Student mentoring and advisement: provide caring and comprehensive student mentoring and advisement support for every student in the College of Education.

Action: College administration collaborated with university administration to implement DegreeWorks, an online application integrated with our Student Information System used to display student's degree plans and progress. The application helps students and faculty identify completed and outstanding degree requirements with the aim of increasing graduation rates and decreasing time to degree.

Evaluation: Fully implemented in Fall 2014, professional advising staff introduced DegreeWorks to faculty with intense group training and one-on-one sessions. The application has not been in place long enough to realize increases in graduation rates, but Fall-to-Fall retention rates have increased 8 to 10 percentage points, giving cause to believe graduation rates will follow.

Data:

Student Retention Rates. Fall-to-Fall retention rates include the percentage of students first enrolled in the prior Fall who persisted to the Fall semester indicated.

Year	Graduate	Undergraduate
2009	62%	68%
2010	64%	58%
2011	67%	66%
2012	65%	66%
2013	59%	66%
2014	67%	73%
2015	79%	74%

Source: Student Report (CBM001)

Research Support.

Outcome: Establish the University Center for Applied Research and Engagement (UCARE) in the College of Education, connecting the greater community with the university's research capacities to inform the activities of regional entities.

Action: The dean supported UCARE by funding eight graduate assistants and student workers. These graduate assistants and student workers supported researchers.

Evaluation: The introduction of support staff increased the university-wide usage of the center.

Data: 2016 UCARE Projects

- The center worked with the following classes
- Spring 2016 PSYK 490-110 Special Topics: Computer Applications in Psychology (11 students enrolled)
- Spring 2016 PSYK 490-130 Special Topics: Fundamentals of Program Evaluation (9 students enrolled)
- During the academic year 2015-2016, the center collaborated on the following projects:
- Gatesville Economic Development Project: To determine the attitude of residents in Gatesville towards economic development
- Killeen 2030 Vision 2.0 Update: To update the city's long-term strategic plan and establish both a dashboard and scorecard
- Regionally Coordinated Transportation Plan Update: To update the five-year transportation plan for Region 23, which includes nine counties in Central Texas
- Career Services Graduation Survey: To analyze the student data collected by A&M-Central Texas Career Services in regards to job placement, salary, and use of various services provided by the center
- Force Reduction Assessment: To revise and edit FRA report that evaluated the effects the military reduction would have on the Killeen-Temple-Fort Hood MSA
- A&M-Central Texas Campus Carry Survey: To distribute and analyze the results from the A&M-Central Texas Campus Carry Survey created by the A&M-Central Texas Faculty Senate
- College of Education Leadership Survey: To distribute and analyze the results from the Educational Leadership department's School Leadership Program Alumni Survey
- College of Education Candidate's Statement of Completion Survey: To distribute and analyze the results from the Statement of Completion Survey

Bring the community to the campus.

Outcome: Connect with the community.

Action: College faculty began a tradition of holding social and thought-provoking events on campus focused on encouraging the community to come to campus and engage in matters relevant to the college and the community.

Evaluation: The College of Education dedicated resources this cycle to three key events to connect the college to the community. Each event was well attended. These successful, well-attended events provided a venue for the community to visit the university, engage with faculty and staff, and better understand how the college serves the community.

Data: In Fall 2016, the college hosted an on-campus movie showing, "Tested," followed by a community town hall meeting; a lecture series relating to Education Leadership; and introduced a tradition call "Tuesday on the Terrace," a casual gathering following a guest speaker to invite conversation on issues related to education.

STANDING REQUIREMENTS

Mission: The psychology undergraduate program works to enhance our students' competence of knowledge across the breadth of psychology as a research and applied field. Our graduates have been prepared to become lifelong learners, productive scholars, and reflective practitioners.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	10%	0%	0%	10%
Analyzing	0%	0%	0%	0%	0%
Applying	50%	0%	30%	10%	90%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	50%	10%	30%	10%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate factual knowledge (terminology, classifications, methods, trends).
- Demonstrate knowledge of fundamental principles, generalizations, or theories.
- Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations.
- Demonstrate skill in expressing oneself in oral presentations and in writing.
- Find and use resources for answering questions and solving problems.
- Analyze and critically evaluate ideas, arguments, and points of view.
- Practice skills in working with others as a member of a team.
- Demonstrate specific skills, competencies, and points of view needed by professionals in field most closely related to specific courses.
- Demonstrate an understanding and appreciation of intellectual/cultural/historical activity in psychology.
- Demonstrate a clear understanding of, and commitment to, ethics and personal values.

IMPLEMENTED IMPROVEMENT

Offer clear pathways to degree completion.

Outcome: Demonstrate factual knowledge (terminology, classifications, methods, trends).

Action: Program faculty added PSYC 3309, Writing in Psychology, to the prerequisites required for PSYC 4320, History of Psychology.

Evaluation: PSYC 4320 requires students to write a major research paper; however, the Writing in Psychology course was not set as a prerequisite for the course. Advisors inconsistently recommended that students enroll in PSYC 3309 prior to enrolling in PSYC 4320. The addition of PSYC 3309 as a prerequisite for PSYC 4320 ensures that students possess the skills needed to complete the course and sets the conditions for PSYC 4320 to be designated as a Writing Intensive (WI) course in the future.

Adding the prerequisite to PSYC 4320 resulted in increased pass rates for the course. We see students earning a grade of C or better in the class at a rate of 1 percentage point higher for the three semesters after the change compared to the pass rate for the three semesters before the modification.

Data:

Course Completion Rate: The table below demonstrates the percentage of students successfully completing courses with a C or better compared to all student enrolled at census date.

Year	Semester	Students	Passing	Percentage
2012	Fall	23	12	52%
2013	Spring	25	16	64%
2013	Summer	20	18	90%
2013	Fall	32	31	97%
2014	Spring	30	26	87%
2014	Summer	23	20	87%
2014	Fall	29	24	83%
2015	Spring	24	12	50%
2015	Summer	28	26	93%
2015	Fall	30	24	80%
2016	Spring	20	9	45%
2016	Summer	16	12	75%
2016	Fall	30	27	90%
2017	Spring	23	22	96%

Source: Student Schedule Report (CBM00S)

IMPLEMENTED IMPROVEMENT

Better prepared students.

Outcome: Apply basic research methods in psychology, including research design, data analysis, and interpretation.

Action: The program faculty added PSYC 3309, Writing in Psychology, as one of the prerequisites required for PSYC 4320, History of Psychology.

Evaluation: The History of Psychology (PSYC 4320) course requires students to write a major research paper; however, the Writing in Psychology (PSYC 3309) course was not set as a prerequisite for the course. Advisors were not consistent in recommending that students enroll in PSYC 3309 prior to enrolling in PSYC 4320. The addition of PSYC 3309 as a prerequisite for PSYC 4320 ensures that students possess the skills needed to complete the course, and it sets the conditions for PSYC 4320 to be designated as a Writing Intensive (WI) course in the future.

Adding the prerequisite to PSYC 4320 resulted improved results on the research papers for students in the program. However, there was no change in perceived student learning in the area.

Data: Students perceived substantial or exceptional learning on how to find and use resources for answering questions or solving problems at a rate of 361 out of 453 students (80%) in 2016, 86% in 2015, and 80% in 2014.

Students plan and execute a research project from initial design, data collection, data analysis, through the written research report. A random sample of student reports are selected and evaluated by at least two expert raters using a standardized rubric developed for that assessment.

The average rating (n=17) was 2.46 in 2017 compared to 2.08 in 2016. Notable areas of substantial increase were in the methods section, which increased from an average of 2.25 in 2016 to 3.25 in 2017. The discussion and abstract section substantially improved, increasing from 1.75 in 2016 to 2.75 in 2017. Two areas of minor decrease were in APA style (from 1.75 to 1.5) and in grammar (2.75 to 2.0).

STANDING REQUIREMENTS

Mission: The school counseling program at Texas A&M University-Central Texas prepares knowledgeable and competent professional school counselors who advocate care and support for all students, engage in participatory leadership to help all students reach high academic expectations, collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation for all students, and commit to lifelong professional development.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	17%	0%	0%	17%
Applying	17%	17%	50%	0%	83%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	17%	33%	50%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate a wide range of knowledge within the field of School Counseling.
- Demonstrate the ability to apply scholarly knowledge in community settings.
- Demonstrate in-depth comprehension of the body of knowledge (including literature) required to fulfill multiple roles as a counselor in a school setting.
- Acknowledge, respect, and respond to diversity while building on similarities that bond all people.
- Demonstrate effective counseling skills to promote positive therapeutic outcomes in a variety of settings.
- Demonstrate effective ethical decision-making skills that will promote trust and competence in the mental health profession.

IMPLEMENTED IMPROVEMENT

Provide relevant and current program content.

Outcome: Student Success.

Action: Faculty members revised the program-level learning outcomes, course learning outcomes, syllabi, and course content to comply with the Texas Education Agency's standards revisions. The updated content ensured students' success on the certification exam.

Evaluation: Faculty members reviewed the curriculum in 2013 to identify revisions needed to be in compliance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and revisions made to the Texas State Board of Examiners of Professional Counselors, to be in effect for 2016.

Data: The [2016 CACREP standards](#) are similar to those in the [2009/2013 version](#), with some essential differences that drove material curriculum changes. The 2016 standards require the program to include 60 semester credit hours and documentation regarding how the curriculum addresses each standard.

Mission: The program prepares professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	50%	0%	33%	17%	100%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	50%	0%	33%	17%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate an understanding of the curriculum content of CACREP's eight core areas.
- Demonstrate the ability to use foundational counseling techniques/ micro-skills.
- Demonstrate knowledge of, and the ability to apply ethical standards and engage in ethical counseling and professional practice.
- Demonstrate knowledge of counseling diverse populations.
- Demonstrate skills related to counseling diverse populations.
- Demonstrate a professional identity, as well as professionalism, and fitness to practice as a professional counselor.

Provide quality programs of high demand in the region.

Outcome: Student Success.

Action: Program faculty revised the program's learning outcomes, course learning outcomes, syllabi, and course content to comply with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

Evaluation: Faculty reviewed the curriculum in 2013 to identify changes needed to adhere to CACREP standards and revisions made to the Texas State Board of Examiners of Professional Counselors standard effective in 2016.

Data: The [2016 CACREP standards](#) are similar to those in the [2009/2013 version](#), with some essential differences that drove material curriculum changes. The 2016 standards require the program to include 60 semester credit hours and documentation regarding how the curriculum addresses each standard.

IMPLEMENTED IMPROVEMENT

Provide quality programs of high demand in the region.

Outcome: Demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.

Action: Program faculty revised the program's learning outcomes, course learning outcomes, syllabi, and course content to comply with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

Evaluation: The program is too new to make improvements; however, the assessed measures are trending upward.

Data: In 2015, 46% of students achieved above the national mean on the research and evaluation components of the Counselor Preparation Comprehensive Examination (CPCE) compared to 63% in 2016.

Students perceived substantial or exceptional learning on how to find and use resources for answering questions or solving problems at a rate of 82% in 2016, 87% in 2015, and 79% in 2014.

Mission: The experimental psychology graduate program provides our students with a solid foundation to engage in productive research and other scholarly activities, to become highly competent in research methodology and assessment techniques, and to develop skills for further education and careers. In addition to preparing those students planning to enter doctoral programs, the mission of the program also includes preparing students for research positions in the private and public sectors.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	25%	0%	25%
Evaluating	13%	0%	0%	0%	13%
Analyzing	0%	0%	13%	0%	13%
Applying	0%	0%	0%	0%	0%
Understanding	0%	0%	38%	0%	38%
Remembering	0%	13%	0%	0%	13%
All Levels	13%	13%	75%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Compute and present descriptive and inferential statistical analysis of data
- Write summaries of existing research that address all sections of APA style manuscripts
- Write research reports in APA style
- Identify and summarize relevant psychological theories and research in content areas of specialization
- Analyze the limitations of existing research, articulate gaps in knowledge, write a logical argument to justify position or project
- Write research hypotheses or predictions for future research that are directly supported by existing empirical research
- Develop and design a novel project supported by existing empirical research to address problem, issue, or gap in knowledge
- Integrate research results with existing research and theory in area to draw conclusions supported by data

Ensure students a clear pathway to success.

Outcome: Develop and design a novel project supported by existing empirical research to address problem, issue, or gap in knowledge.

Action: For Fall 2016, faculty changed the curriculum by adding PSYK 501 as a prerequisite to PSYK 588 to ensure required thesis proposal content includes the level of detail necessary to meet the rubric expectations of the design, participants, and materials aspects. PSYK 501 prepares students to perform well in these aspects.

Original Description: Scheduled when the student is ready to begin the thesis. No credit until the thesis is completed. Prerequisites: Completion of all coursework required for the degree and consent of the major professor.

Fall 2016 Description: An independent research course in which a student proposes and completes an original, quantitative research project in conjunction with three graduate faculty members who serve on the thesis committee. Scheduled when the student is ready to begin the thesis. No credit awarded until proposal and thesis are approved, respectively. Six hours of thesis credit is required. Prerequisites: PSYK 500 and PSYK 501, successful completion of 12 additional credit hours in the degree plan, and approval of the chair of the thesis committee, or department chair approval.

Evaluation: In 2015, proposals fell below the target (three) in three out of four (75%) of the rubric aspects associated with this outcome. The 2016 data indicate an improvement over 2015, with all proposals meeting the target. Proposal chair supervision by a single faculty member confounded the 2016 results. In 2017, the program instituted a procedure to vary theses chair assignment across all eligible faculty members. Thesis proposals rated "meet expectations" in all but one aspect. The cause of the diminished results may continue to be procedural, as a single faculty member rated two of the three proposals "below expectations," while a third proposal chaired by a different faculty member met expectations. While the need for additional improvements cannot be conclusively determined by the limited number of proposals rated, the inclusion of the prerequisite improved rating between 2015 and 2017 and should remain.

Data: Faculty members' rating of student theses in demonstrating the successful development, design, and completion of a research project yielded the following results:

Mean Rating	Design	Method: Participants	Method: Materials	Method: Procedure
2015	2.7	2.9	2.9	3.1
2016	3.9	3.2	3.7	3.7
2017	2.9	3.5	3.3	3.1

Mission: The mission of the Marriage and Family Therapy program is to train marriage and family therapists who demonstrate clinical excellence evidenced through the mastery of the MFT core competencies, the practice of personal knowledge and professional integrity, and the extension of compassion and collaboration with distressed couples, children, and families in the Killeen and the broader Central Texas area, particularly the soldiers and their families on Fort Hood, as well as families in the area who have unmet family therapy needs.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating	0%	14%	14%	0%	29%
Evaluating	14%	14%	0%	0%	29%
Analyzing	0%	0%	0%	0%	0%
Applying	29%	0%	14%	0%	43%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	43%	29%	29%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Demonstrate knowledge and appropriate application of classical and postmodern MFT theories.
- Demonstrate basic and systemic therapeutic techniques.
- Assess how contextual issues affect individual lives and relational dynamics.
- Formulate and execute treatment plans based on individual issues, relational dynamics, and contextual issues.
- Assess the influence of their social location and personal experiences on the conceptualization and intervention of cases
- Develop collaborative relationships with other mental health professionals and agencies within the local community.
- Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy.

Provide quality programs of high demand in the region.

Outcome: Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy.

Action: Faculty created a program with a clear path to certification. Before 2014, students seeking a certification in Marriage and Family Therapy attended the Master in Education (M.S) in Counseling Psychology, a program that served to prepare students for many certifications.

Evaluation: Faculty members reviewed the program learning outcomes and identified updates needed to meet the 2016 Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards, as well as revisions made to the Texas State Board of Examiners of Marriage and Family Therapists. Modifications to the existing program curriculum would not adequately address these updates and revisions. Therefore, faculty proposed a new curriculum to align with the new standards, ensuring program completers could successfully pass the state certification exam.

The change in learning outcomes affected the program research curriculum. One immediate effect was students' perception of learning related to research, which increased nearly 30 percentage points between 2014 and 2016.

Data: The 2011 and 2016 standards are similar, with some fundamental differences. The 2016 standards require a minimum of 500 clinical contact hours with individuals, couples, families, and other systems physically present, and at least 40% must be relational. In addition, the 2016 standards require the program to demonstrate student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and underserved communities.

Students perceived substantial or exceptional learning in how to find and use resources for answering questions or solving problems at a rate of 77.9% in 2016, 78.5% in 2015, and 54.8% in 2014.

Program research outcomes are assessed using the Research Methods Paper from MFTK 550, where 10 of 15 students (67%) received an 80% or better in 2015; 40% of students received an 80% or better in 2016; and 66.7% of students received a 75% or better on assignment in 2017.

STANDING REQUIREMENTS

Mission: To prepare students to act as scientist-practitioners in bridging the gap between scholarship and practice. All graduates will be able to consult with relevant stakeholders; assess cognitive, social, emotional, behavioral, and cultural influences on school achievement; and plan and implement therapeutic interventions that are consistent with all relevant legal and ethical codes.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	50%	0%	50%
Evaluating	0%	13%	0%	0%	13%
Analyzing	0%	0%	0%	0%	0%
Applying	13%	0%	25%	0%	38%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	13%	13%	75%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Make data based decisions.
- Collaborate and consult.
- Intervene in academic skills.
- Provide mental health services.
- Promote school wide learning.
- Provide preventive and responsive services.
- Provide family-school collaborative services.
- Support diversity in development and learning.

IMPLEMENTED IMPROVEMENT

Maintain viable programs.

Outcome: Promote school-wide learning.

Action: The program faculty made minor updates to the curriculum in Spring 2016 after purchasing $20,000 worth of testing materials for the SSP assessment courses in response to updates in the certification exams (e.g., WISC-V instead of WISC-IV). Tests "kits" include instructional materials designed to guide students to complete the licensure exams.

Evaluation: Testing materials are updated every 5 to 10 years in response to research using those materials. Professional ethics codes forbid the use of outdated assessment materials when working with clients.

With the implementation of the updates, students continued to pass the certification exam at very high rates. Additionally, we see an increase in the exit GPAs, which are returning to 2012 levels after declining for a number of years.

Data: Mean Grade Point Average (GPA) of students completing the program for the last four academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0 grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.89	3.93	3.34	3.44	3.55	3.80

IMPLEMENTED IMPROVEMENT

None.

Outcome: Demonstrate a knowledge of psychological and applied educational foundations, including but not limited to the sociocultural, biological, and developmental bases of behavior, statistical and research methods, human learning, and curriculum design

Action: Program faculty completed an external program review in 2017, which cited the need for the program to conduct more research.

Evaluation: Students in the program indicated increasing rates of progress towards research-related skills, but program faculty have published little since the initial accreditation of the university. The program has one dedicated faculty member and limited research resources. The limited number of dedicated faculty is related to low enrollments. Recently, enrollments have grown to more than 20. This increased activity supports additional faculty members. We should be able to increase the program's faculty in the future, enabling more faculty and student research.

Data: Students perceived substantial or exceptional progress in learning how to find and use resources for answering questions or solving problems at a rate of 82.3% in 2016, 79.6% in 2015, and 78.2% in 2014.

Current Research

Lapierre, C., Ruehlen, G., Myers, S. & Fiala, S. (2015). Responses to School Bomb Threats: A Survey of Stakeholders. *Research and Practice in Schools* 3(1), 30-36.

Northrup, J., Lapierre, C., Kirk, J. & Rae C. (2015) The Internet Process Addition Test: Screening for addictions to processes facilitated by the internet. *Behavioral Sciences* 5(3), 341-352.

STANDING REQUIREMENTS

Mission: The program produces reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	67%	0%	33%	0%	100%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	67%	0%	33%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Achieve the necessary knowledge and skills to earn teacher certification in Texas.
- Be employable as educators in Texas.
- Demonstrate an understanding of the disciplines studied to earn a baccalaureate degree.

IMPLEMENTED IMPROVEMENT

Ensure students graduate from programs with marketable skills.

Outcome: Student Success.

Action: In 2016, faculty members revised the education courses that support the program to be better aligned with the new Texas Education Agency standards and to increase student learning and student mastery.

Evaluation: A&M-Central Texas teaches students how to be effective teachers and successfully pass the state's certification exam. Our long-standing record of a nearly 100% pass rate for those who take the teacher certification exam and the local employer demand for our graduates speak volumes about the high quality of the program. However, faculty identified that only three out of four students completed the education courses. This less-than-desirable class pass rate delayed program completion for some students who were struggling to find the time to attend college, in addition to delaying their availability to our critical stakeholders, the independent school districts (ISDs) of the region. The revisions to courses ensure the same rigor in courses but provided students with the resources and instruction

needed to complete the courses at higher rates. Six out of seven students now complete the education courses in the program with a C or higher.

Data: Course Completion Rates: The table below shows the percentage of students who earned a C or better in the course, divided by the census date enrollment.

Year	Semester	Enrollments	Successful Completers	Successful Completion Rate
2012	Spring	341	255	75%
2012	Summer	115	84	73%
2012	Fall	404	305	75%
2013	Spring	407	312	77%
2013	Summer	89	79	89%
2013	Fall	380	291	77%
2014	Spring	347	263	76%
2014	Summer	81	69	85%
2014	Fall	350	272	78%
2015	Spring	313	247	79%
2015	Summer	100	90	90%
2015	Fall	404	330	82%
2016	Spring	409	318	78%
2016	Summer	122	120	98%
2016	Fall	393	315	80%
2017	Spring	310	270	87%

Source: Student Report (CBM001) and Student Schedule Report (CBM00S)

Mission: The mission of the Graduate Program in Curriculum & Instruction is to provide a relevant, research-based curriculum that develops the capacity for leadership through mastery of knowledge, effective communication, collaboration, inquiry, and decision-making to insure learner success.

Cognitive Levels	Types of Knowledge				All Levels
	Factual	Conceptual	Procedural	Meta-cognitive	
Creating	0%	0%	0%	0%	0%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	33%	0%	67%	0%	100%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	33%	0%	67%	0%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Achieve the necessary knowledge and skills to earn teacher certification in Texas.
- Be employable as educators in Texas.
- Demonstrate an understanding of the knowledge and skills studied to earn a master's degree.

Provide clear paths to completion.

Outcome: Student Success.

Action: Program faculty implemented a series of program and curriculum changes following input from an external review in 2013 recommending revisions to the program's emphases, the excess of research courses, and the lack of leadership course content.

Evaluation: Faculty, in response to internal and external recommendations following a 2013 program review, revised the program emphases to align with stakeholder needs for certified teachers, modified the content of research courses to ensure research content did not overshadow curriculum and instruction content, and added content to ensure students achieved growth in leadership abilities. The changes took effect in Fall 2014, and the program mean grade point average (GPA) increased, while maintaining the same level of rigor in the program.

The M.Ed. in Curriculum and Instruction continues to change. After the State of Texas updated the certification standards, it was noted that the certification curriculum again began to squeeze out the

curriculum and instruction content. Therefore, in Fall 2016, program faculty responded by separating the program into two groups: students seeking teacher certification, and students who are already certified teachers looking to improve their curriculum and instruction expertise.

Data: The GPA of students completing the program and those completing all programs in the college for the last six academic years. The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.52	3.61	3.58	3.54	3.72	3.69

Source: Student Schedule Report (CBM00S)

IMPLEMENTED IMPROVEMENT

Provide clear paths to completion.

Outcome: Demonstrate an understanding of the knowledge and skills studied in the program to earn a master's degree (to include research).

Action: In 2012, program faculty requested and received an additional graduate faculty member to ensure the department included two graduate faculty members with three more recommended.

Evaluation: Student perception of learning on this outcome increased 3 percentage points from 2012 to 2016.

Data: Students perceive substantial or exceptional learning on how to find and use resources for answering questions or solving problems at a rate of 83.3% in 2016, 82.7% in 2015, 75.3% in 2014, 79% in 2013, and 80% in 2012.

Mission: Counseling Services provides counseling and education to students and employees as well as consultation and training to staff and faculty in order to facilitate the retention, adjustment, and development of members of the University community.

Program Outcomes:

- Make positive changes in their lives
- Recognize Noticeable Improvement in Behavior
- Provide quality counseling to the community

IMPLEMENTED IMPROVEMENT

Counseling student worker mentoring system.

Outcome: Recognize noticeable improvement in behavior as a result of counseling. Clients will recognize noticeable improvement in at least one behavior leading to reduced distress or improved coping with their adjustment or stress-related issues.

Action: The counseling director recognized a need for students to receive additional clinical and administrative supervision in 2015 when student counselors forgot to administer the follow-up assessment instrument to many repeat clients. She encouraged faculty to remind their students of the need to complete and review assessment tools. The counseling director established a mentoring program by requiring successful graduate practicum students who previously worked in the clinic to co-counsel newly incoming practicum students, with the intent of providing a better quality of care.

Evaluation: The counseling center experienced a 55% growth in attended counseling appointments in 2015 and a 5.52% increase in 2016. Additionally, the center took on monitoring evaluative measure responsibilities. The counseling director managed to increase the assessed level of care of multiple subscales between 22 and 53 percentage points over two years without additional staff.

Data: The counseling center uses the Counseling Center Assessment of Psychological Symptoms (CCAPS) instrument number 62, a standardized survey with eight subscales to assess distinct areas of distress: depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, hostility, and substance use. The center seeks a mean score decrease (positive change) on the depression, generalized anxiety, and social anxiety scales.

Results include only clients with baseline subscale scores above the high cut or ratings with a high level of depression, for example. Subsequent results for clients with results high on various scales all revealed positive changes on all scales applicable to the client. The study includes respondents with at least two CCAPS assessments who attended at least three appointments.

- In 2015, 127 clients assessed showed a mean score decrease of 46% on depression, 32% on generalized anxiety, and 15% on social anxiety subscales.
- In 2016, 113 clients assessed showed a mean score decrease of 50% on depression, 28% on generalized anxiety, and 20% on social anxiety subscales.
- In 2017, 81 clients assessed showed a mean score decrease of 68% on depression, 45% on generalized anxiety, and 68% on social anxiety subscales.

STANDING REQUIREMENTS

Mission: Serve students, faculty, staff, and the educational community in meeting local, state, and federal Educator Preparation Program regulations for the placement of professional educators who will teach, lead, and serve in a diverse global society.

Program Outcomes:

- Provide excellent customer service and administrative support to students, faculty, staff, and community for educator certification.
- Ensure A&M Central Texas Educator Preparation Programs are in compliance with local, state, and federal requirements by completing federal and state reports.
- Develop a culture of valued collaboration and service by providing opportunities for students, faculty, staff, and community members to engage in rich dialogue regarding educator preparation.

IMPLEMENTED IMPROVEMENT

Increase stakeholder involvement.

Outcome: Community Partnerships: Develop a culture of valued collaboration and service by providing opportunities for students, faculty, staff, and community members to engage in rich dialogue regarding educator preparation.

Action: Implemented a process to publish a calendar and a protocol to ensure meetings do not conflict with other university and public events.

Evaluation: The educator preparation services department hosts the Strategic Partners in Education Advisory Committee (SPEAC) meetings twice a year as mandated by the Texas Education Agency. Staff conducted meetings as required in 2015, but attendance was less than optimal. In 2016, the department was unable to hold the second meeting of the year. After implementing the improvement, meeting attendance increased 17 percentage points and meetings are scheduled two in advance.

Data: Meeting attendance:

- June 18, 2015 – 19 out of 55 members (34%)
- November 13, 2015 – 30 out of 70 members (43%)
- April 8, 2016 – 30 out of 61 members (49%)
- April 7, 2017 – 28 out of 55 members (51%)
- November 3, 2017 – Scheduled
- April 6, 2018 – Scheduled

Mission: The Master's in Education with a concentration in principal preparation will prepare school leaders who are capable of facilitating the creative work of school communities that leads to student and school success in the midst of an environment that is constantly changing.

Cognitive Levels	Types of Knowledge				
	Factual	**Conceptual**	**Procedural**	**Meta-cognitive**	**All Levels**
Creating	11%	22%	11%	0%	44%
Evaluating	0%	0%	11%	0%	11%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	22%	11%	11%	44%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	11%	44%	33%	11%	100%

See the CONSTRUCTING MEASURABLE STUDENT LEARNING OBJECTIVES section.

Program Level Student Learning Outcomes:

- Shape school culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- Act with integrity, fairness, and in an ethical and legal manner.
- Facilitate the design and implementation of curricula that enhances teaching and learning, ensure alignment of curriculum, instruction, resources, and assessments, and promote the use of varied assessments to measure student performance.
- Advocate, nurture, and sustain an instructional program and learning culture that are conducive to student learning.
- Implement a staff evaluation and development system to continuously improve the performance of all staff members.
- Apply organizational, decision making, and problem solving skills to ensure an effective learning environment.
- Apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- Apply principals of leadership and management to the campus physical plan and support systems to ensure a safe and effective learning environment.

Ensure student access to high quality programs.

Outcome: Student access and success.

Action: Program faculty converted to an online format in 2015 to respond to market demands for online graduate programs in educational leadership. Curriculum updates included better support for the online learner, the use of students' professional setting as a laboratory for practicum assignments, and the development of support teams for students, including a principal mentor, a university program facilitator, program instructors, cohort members, and a university practicum field supervisor.

Evaluation: The implemented changes addressed a saturated market in Killeen, Texas, and expanded the degree program's reach. Enrollment reached an all-time low in 2015 before the change, but is showing an increase with the new modality. The mean program GPA has consistently exceeded the college and university mean GPAs for graduate programs, but with the new curriculum, this margin increased from a previous difference of 0.13 to 0.37 grade point difference. One positive but unintended consequence of the change is an increase in retention rates, though this may be due to faculty spending more time with students due to decreased enrollments.

Data:

Annual Unduplicated Headcount: Counts include student enrollments on the census date of the last semester of the academic year.

	2011	2012	2013	2014	2015	2016
Total	82	78	78	61	38	48

Source: Student Report (CBM001)

Mean Grade Point Average (GPA). The means do not include the GPAs of those who did not complete the program and those who continue to pursue their degree. The university uses a 4.0-grade scale.

	2011	2012	2013	2014	2015	2016
Program	3.95	3.56	3.73	3.73	3.85	3.81
College - Graduate	3.70	3.55	3.60	3.59	3.56	3.64
University - Graduate	3.59	3.43	3.40	3.36	3.44	3.44

Source: Student Schedule Report (CBM00S)

Student Retention Rates. Fall-to-Fall retention rates include the percentage of students first enrolled in the Fall who persisted in the following Fall semester.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
One-Year	59%	67%	61%	67%	100%	82%

Source: Student Report (CBM001)

Mission: The Office of Research at Texas A&M University-Central Texas leads the innovative planning for research, economic development, and off-campus programs to enhance the connection of our students, faculty, and staff to needs at regional, national and global levels.

- **Program Outcomes:**
- Create the Export Control subcommittee within the Faculty Scholarship and Research Committee
- Create, approve and publish IRB protocols in compliance with Texas A&M University System regulations
- Create Research Standards Officers for IRB Compliance and identify RSOs to consult on research protocol non-compliance issues
- Set up MAESTRO projects and make sure they tie correctly to FAMIS for proper disbursement of research funding to ensure data entered into MAESTRO must be importable into FAMIS and must transfer correctly
- Increase the amount and type of scholarship produced at Texas A&M University-Central Texas
- Increase the scholarship by faculty, staff and students in all areas of scholarship through professional development, financial support, and the use of TAMUS-OSRS resources
- Assesses compliance of researchers with Institutional Review Board policies and requirements
- Conduct research in compliance with all relevant University, TAMUS, and federal regulations
- Foster research productivity to increase the rate of external research funding so that greater numbers of faculty and staff will apply for external research funding from public and private sources other than TAMUCT
- Ensure familiarity with relevant systems that promote research productivity so that all faculty and those staff members who are interested in doing research will have access to MAESTRO and other research productivity systems. All will show at least a basic familiarity with the systems. Any research (faculty or staff) who already has a grant or contract must be familiar with and be using the systems as required.
- Increase the number of faculty members and relevant staff members who apply for external funding and train those who receive external funding to oversee their grants in MAESTRO

Manage externally funded research grants.

Outcome: Increase the amount and type of scholarship produced at Texas A&M University-Central Texas.

Action: Introduced software to manage external grant-funded research.

Evaluation: The Office of Research leads the innovative planning for research, economic development, and off-campus academic development for programs to enhance the connection between student, faculty, staff, and community needs at the regional, national, and global levels. This mission includes a diverse mixture of educator-scholars and learners committed to accessibility and excellence in graduate education, service, and research to enhance knowledge, skills, and abilities.

The implementation of MAESTRO helps faculty manage and track the many aspects of conducting grant-funded research. The university missed the target of having 20% of the faculty submit grants annually. This may be because the university is new. The Office of Research staff hypothesizes that some faculty members have not yet fully adopted the new management tool—it is possible that the goal may have been met, but the data are not complete.

In response to the belief that faculty are not fully utilizing this tool, Office of Research staff plan to train all principal investigators in the use of MAESTRO, with the recognition that the implementation of the new learning management system (Canvas) has consumed much of the faculty training time in 2016 and 2017. Research staff is prepared to provide a series of training sessions in late 2017 to bring all research projects into MAESTRO.

University faculty have been very successful in attracting research. They won the university's first extramural research grant in 2012 and accumulated over $1.2 million in external funding as of FY2016. The university received its first federal grant in FY 2016 in cooperation with Texas A&M University and Texas A&M Engineering Experiment Station. The federal grant supports the university's niche research in solar energy. The grant puts the university in a national spotlight as one of 80 Industry-University Cooperative Research Centers sponsored by the National Science Foundation.

Data: In 2015, the university had yet to deploy a protocol to assist faculty members in managing externally funded grants. Therefore, the university adopted MAESTRO in compliance with the Texas A&M University System policy. In 2016, the Office of Research coordinated the deployment of the software and training of staff, but grants entered were not translating correctly into the FAMIS accounting system. In FY2017, these issues were resolved.

Percentage of faculty submitting grants was 13 out of 91 (17%) in 2016, and 11 out of 93 (12%) in 2017. The university needed an additional seven submissions to reach the target of 20%.

The Office of Research trained three principal investigators on how to use MAESTRO in FY2016 and eight in FY2017.

The university's research productivity continues to improve with increases in total research expenditures and expenditures per full-time equivalent faculty member as depicted in tables 1 and 2.

Texas Higher Education Coordinating Board Accountability System, Research Expenditures by Source

Institution and Funding Type	2014	2015	2016
Master's	$ 5,588,177	$ 2,678,102	$ 3,862,824
Federal	897,259	723,450	1,151,089
Institutional	178,590	205,797	340,257
Private	249,303	312,409	475,964
Restricted Research Expenditures	3,870,724	913,919	1,477,783
State Appropriations	392,301	522,527	417,731
A&M-Central Texas	262,112	326,965	375,758
Federal	-	-	-
Institutional	80,832	301,262	307,938
Private	18,842	25,703	67,638
Restricted Research Expenditures	162,438	-	-
State Appropriations	-	-	182

Texas Higher Education Coordinating Board Accountability System, Research Expenditures per Full-Time Equivalent Faculty Member

Institution Type	2014	2015	2016
Master's	$ 10,738	$11,006	$12,892
A&M-Central Texas	$ 352	$ 472	$1,010

UNIVERSITY CENTER FOR APPLIED RESEARCH AND ENGAGEMENT

STANDING REQUIREMENTS

Mission: Serve as a cooperative environment for University research related to community support.

Program Outcomes:

- Provide opportunities to engage the community and university in research
- Provide public service by offering research-based solutions
- Create an environment to apply classroom research knowledge and skills from all disciplines to the real world
- See students succeed through a better understanding of how to apply research to the

IMPLEMENTED IMPROVEMENT

Increased potential applied research opportunities for undergraduate and graduate students.

Outcome: See students succeed through a better understanding of how to apply research to the real world.

Action: The provost and the founding dean of the College of Education opened the University Center for Applied Research and Engagement (UCARE) to provide opportunities for students and faculty to engage with the community, and to provide valuable educational research opportunities for the advancement and enrichment of student education.

Evaluation: UCARE serves as a focal point for applied research in the community, offering opportunities for everyone to benefit from the many talents of students and faculty. Originally housed in the College of Education, UCARE separated from the college three years into the venture and moved to the Office of Research. The evidence supports UCARE's impact on the community, students, and faculty.

Data: Both of UCARE's participating graduate student workers (n=2) who graduated (Summer 2016 to Spring 2017) completed their programs on time, compared to an average rate of 43.3% of graduate students across all years (since Fall 2009) and an average rate of 33.5% for the last two years for which there are data (Summer 2013 to Spring 2015). Three additional graduate students expect to graduate on time in Summer 2017.

UCARE participated in four research projects to engage the university with the community during the 2016-2017 academic year, generating $118,310.00 from external funding sources and resulting in three externally facing publications.

Mission: Advancement & Alumni Services acts to support the Foundation, Alumni Association by promoting philanthropic support of student scholarship, faculty development, student affairs and events, and alumni pride. We build, maintain, and nourish strong and mutually beneficial relationships among donors, alumni, and community to support the University.

Program Outcomes:

- Increase alumni data accuracy (demographics, employment, and interests) to effectively target and engage alumni.
- Identify a means of effectively gathering exiting class data.
- Partner with the Alumni Board to educate alumni on the importance of giving to the University.
- Alumni Leadership Initiative
- Utilize marketing and communication strategies to cultivate and engage alumni.
- Maintain and increase community and alumni support for TAMUCT
- Provide programs and events that engages and cultivates alumni.
- Provide alumni with programs and events that are of interest pertains to their major or a specific need.

IMPLEMENTED IMPROVEMENT

Recovered alumni data.

Outcome: Increase alumni data accuracy (demographics, employment, and interests) to target and engage alumni effectively.

Action: The director acquired an archived database with 10,000-plus alumni names and contact information, hired a consultant to decrypt the database, and hired a firm to update contact details with the goal of developing a useful contact list for alumni from the current and prior iterations of the university.

Evaluation: Advancement at a new university is stunted by the lack of alumni. However, our university took many names on its path to becoming a fully accredited public university. Leveraging that deeper history and getting all the graduates from the university in Killeen opens a whole new world of possibilities for advancement. The database provided a way to reach many of the graduates from these other universities. The office has now contacted 300 graduates with positive results.

Data:

- The database contained 10,000-plus names and contact information.
- In fiscal year 2017, the director conducted two Legacy Alumni Ceremonies, awarding 30 Legacy Alumni Certificates.

- The department began the alumni "Painting with a Twist" event, which is anticipated to become a tradition.
- The department held two graduation cap decoration events with new alumni.

STANDING REQUIREMENTS

Mission: Dedicated to the creative development of a focused, effective, and fully integrated marketing, advertising, and communications initiative that directly supports the University's mission and promotes a consistent, informative, and unified brand message.

Program Outcomes:

- Implement an effective digital awareness campaigns
- Implement an effective traditional awareness campaign
- Provide responsive customer service

IMPLEMENTED IMPROVEMENT

Leverage low-cost journalist space.

Outcome: Implement an effective traditional awareness campaign per the Academic Master Plan. Use traditional media to reach prospective students, current students, and alumni to increase the university's visibility and brand awareness by establishing plans to strategically place the university's brand and image; creating processes to create consistent marketing and branding for stakeholders; and enhance the university's brand image through strategic campaigns.

Action: Small universities struggle to find resources to market themselves effectively. Our university, like many in the country, realized a decline in state funding. Coincidently, the director and all the marketing staff resigned in Spring 2017. To ensure continued presence, continue the upward enrollment trend, and secure the future of our university, the Director of Advancement and Alumni Relations and others engaged the local media with an array of stories about students and faculty at the university and their engagement with the community. These high-quality stories were readily published in large numbers. The publicity continued our university's media presence, and our Fall 2017 enrollments continue to show high single-digit increases over the prior year. Our success was in the wake of losing the department's leadership and funding.

Evaluation:

Data: Fall Unduplicated Headcount Enrollment

- 2015 2,466
- 2016 2,619
- 2017 2,828 (projected)

Mission: Finance and Administration's empowered team provides the highest level of customer service to our stakeholders through clear communication, efficient use of available resources, cost efficient support programs, effective management, fiscal accountability, and budgetary controls.

Program Outcomes:

- Submit reports to external agencies in a timely manner
- Recruit, develop, and retain an outstanding, diverse, and innovative workforce
- Provide an outstanding learning environment for students

Improved quality of work life.

Outcome: Decrease department turnover.

Action: Increase advancement and development opportunities.

Evaluation: The vice president for finance and administration knows the value of a good employee. Her direct reports are high quality people and strive to make their office environment a great place to work. The quality of work life can be measured by employee turnover, promotions, and employee growth.

The vice president uses the opportunity for promotion and development to compel staff to stay and contribute to the department in meaningful ways. She encourages employees to attend college and earn degrees to advance their careers. Workers have a solid record of attendance and success. An average of five employees attended college courses over the last three years.

In turn, the department favors promotions from within, offering opportunities for employees to grow while remaining with us.

The university participates in the Great Colleges to Work For survey sponsored by the *Chronicle of Higher Education*, and for two years in a row we have ranked in the honor roll.

Data: The department experienced a 14% turnover rate in 2015 when five out of 41 employees departed. The turnover rate was 10% in 2016 when four out of 41 employees departed. In 2017, the turnover rate was 6.5%. The department issued five promotions in 2015, six in 2016, and three in 2017.

Staff members attended school to obtain an associate, bachelor's, or master's degree at a rate of 14% (5 out of 41) in 2015, 7% (3 out of 41) in 2016, and 20% (8 out of 41) in 2017.

Mission: The Business Affairs Department contributes to the success of the University by providing our internal and external customers with timely and accurate services performed in compliance with applicable standards, policies, and laws, including: financial accounting and reporting; processing of payments to vendors; student account records ; and receipt of payments from students and third parties.

Program Outcomes:

- Provide outstanding service for external customers.
- Provide outstanding service for internal customers
- Process and file reports
- Ensure staff are adequately trained
- Ensure timely processing of transactions (billing, collections, refunds and reconciliations)

IMPLEMENTED IMPROVEMENT

Timely report filing.

Outcome: Process and file reports.

Action: The controller directed staff to document procedures. The controller also created a reporting calendar and log to track report due dates and submission dates.

Evaluation: Reporting serves a critical purpose for a public institution of higher education, with many sources of funding relying on accurate and timely filings. The office anecdotally identified the potential problem in that staff filed a limited number of reports late. As an essential function of the office, the controller investigated the issue and found the need for a tracking process for all required and ad hoc reporting, along with the development of written procedures for the production and filing of these reports. Reporting timeliness improved to 85% in the first half of fiscal year 2017, which is an increase of 7 percentage points between the 2016 and 2017 cycles. The controller expects to meet or exceed the benchmark of 95% in fiscal year 2018.

Data: The business affairs office filed 47 out of 60 reports (78%) before the due date in 2016. During the first half of 2017, the office filed 11 out of 13 reports (85%) before the deadline.

STANDING REQUIREMENTS

Mission: To promote and support a compliance conscious culture that encourages all employees to conduct official Texas A&M University – Central Texas business in an ethical manner and in compliance with established laws, policies, regulations, rules, and procedures.

Program Outcomes:

- Ensure the university is compliant with federal mandates
- Provide Quality Customer Service
- Ensure the university is compliant with state mandates

IMPLEMENTED IMPROVEMENT

Training Quality Survey.

Outcome: Provide Quality Customer Service.

Action: The compliance office serves the university in disseminating and interpreting system policies and regulations; developing and maintaining institutional rules and standard administrative procedures; assuring administrative units have appropriate departmental procedures; developing a broad-based compliance program designed to prevent, monitor, and detect areas of non-compliance; coordinating external audits; communicating compliance issues with executive management; and processing all Public Information/Open Records requests. The office has a long-standing reputation for quality services and excellent attention to detail in ensuring the university adheres to the litany of requirement from an array of internal and external entities.

In 2015, the office instituted a training quality survey to optimize the value of compliance trainings offered by the various subject matter experts across the university.

Evaluation: The office uses survey data to provide direction to presenters and presentation drafters to improve the impact of what can often be dry content that is difficult to ingest and internalize. The improvements are notable, in that training attendance has increased and the university continues to maintain compliance.

Data: The years of survey data have been collected and a number of training improvements implemented.

Mission: The Office of Human Resources serves Texas A&M University-Central Texas by providing high quality service to its faculty, staff, retirees and potential employees through recruitment, employment, position classification, compensation, benefits, training and development, performance management, employee/employer relations, consultation, problem resolution, reporting, and employee recognition.

Cognitive Levels	Types of Knowledge				
	Factual	Conceptual	Procedural	Meta-cognitive	All Levels
Creating		0%	25%	0%	25%
Evaluating	0%	0%	0%	0%	0%
Analyzing	0%	0%	0%	0%	0%
Applying	0%	13%	63%	0%	75%
Understanding	0%	0%	0%	0%	0%
Remembering	0%	0%	0%	0%	0%
All Levels	0%	13%	88%	0%	100%

Program Outcomes:

- Streamline recruitment and employment processes
- Streamline classification & compensation processes
- Communicate streamlined processes to department, faculty, staff, retirees and potential employees
- Form partnerships with other institutions/agencies to offer training and development programs
- Revamp performance evaluation to incorporate the university's value and applicable performance factors
- Develop tools to assist supervisors with employee relations, consultation and problem resolution for common issues
- Provide timely and accurate reporting to TAMUS, State of Texas and federal agencies
- Ensure employees have a heightened sense that complaints will be addressed and appropriate actions will take place to improve the working environment.

Common Pay and Classification Titles.

Outcome: Streamline classification and compensation processes.

Action: The office of employee services engaged a project in 2015 to adopt common pay and classification titles for all employees.

Evaluation: The updated title provided the office with the ability to conduct market analysis on pay scales for new and existing employees to ensure compensation schedules were competitive.

The university continues to grow in student enrollments. Staff and faculty hires increase to keep pace with this growth, making precise salary and benefit offers essential to ensure the university extends competitive offers to candidates.

The average salary increased 5.5% from 2015 to 2016 and decreased 19% from 2016 to 2017.

Data:

	2015	2016	2017
Personnel	244	253	330
Salary	$15,005,316	$16,420,137	$17,433,481
Average Salary	$61,497	$64,901	$52,827

Source: Legislative Appropriations Request, Fiscal Years 2018 and 2019

FACILITIES MANAGEMENT

STANDING REQUIREMENTS

Mission: To serve the TAMUCT students, faculty, and staff by maintaining, operating, and repairing the physical aspects (facilities, utility systems, grounds, and other infrastructure) of the University in a responsive, proactive, cost efficient and service-oriented manner that complements and enhances the University's vision.

Program Outcomes:

- Perform maintenance activities necessary to ensure both the safety of departmental employees and the campus community per regular maintenance schedule
- Perform maintenance tasks and undertake activities that promote energy efficiency in new and existing buildings
- Ensure that Day Crew operations continue to effectively and efficiently serve campus customers in moves and set ups for special events
- Ensure cleaning standards meet the specifications of the contract
- Ensure grounds are maintained to be pleasing to the eye and welcoming

IMPLEMENTED IMPROVEMENT

Increased building cleanliness.

Outcome: Ensure cleaning standards meet the specifications of the contract. Custodial services are outsourced, so the institution needs to ensure the specifications laid out in the contract are followed.

Action: The director of safety and risk management, under the direction of the vice president of finance and administration, began conducting weekly meetings with the contractor to review work orders submitted with the goal of addressing daily cleaning issues and occupant complaints about cleanliness.

Evaluation:

Data: The number of work orders submitted to address routine scheduled maintenance:

In 2015, 33 out of 71

In 2016, 3 out of 73

In 2017, 13 out of 61

Mission: The Information Technology (IT) department at Texas A&M University Central Texas (TAMUCT) is responsible for planning, security and management of the University's technology infrastructure, enterprise applications and related support services. The IT department's mission is to collaborate with all academic and administrative units to ensure that their needs for information resources and technology support services are met in support of their goals and objectives.

Program Outcomes:

- Provide critical technology support
- Submit required System and State reports
- Collect data for the required System and State reports on Information Technology and submit on time
- Participate in required governance initiatives related to technology

IMPLEMENTED IMPROVEMENT

Achieve adequate information staffing levels.

Outcome: Organization and staffing. Enhance the Information Technology Department's ability to provide critical technical support.

Action: Maintained IT staffing levels during the decline in supported headcount (university students, faculty, and staff) to achieve an Educause-advised optimal level of staffing per 1,000 supported headcount to increase service levels and reduce response times. The department implemented a new Student Information System and several additional software applications, conducted desktop support replacements, and consulted with the end users on a series of information technology proposals.

Evaluation: Due to a combination of a reduction in supported headcount and a successful proposal by department leadership to retain existing staff, the university met the ratio in 2016.

Data: Educause, a leading information technology consulting firm, recommends that an institution our size maintain seven IT staff per 1,000 supported headcount.

Full-Time Equivalents (FTE)	FY 2015	FY 2016
Central IT Staff	14	14
University Students, Faculty, and Staff	2,050	1,590
Number of IT Staff per 1,000 FTE (7 Ideal)	6.83	8.81

PROCUREMENT AND INVENTORY CONTROL

STANDING REQUIREMENTS

Mission: The Department of Procurement and Inventory is dedicated to strategically and ethically acquiring quality goods and services at the best value for our University. Our mission is to procure goods and services that sustain, foster, and support the University's mission through education, procurement expertise, and by providing excellent customer service.

Program Outcomes:

- Provide input and leadership needed to obtain HUB goals
- Provide customer service to university personnel for purchasing related issues

IMPLEMENTED IMPROVEMENT

Raise HUB vendor awareness.

Outcome: Provide input and leadership necessary to obtain HUB goals.

Action: Conducted regular training with departmental purchasing staff and raised the awareness of the availability and ease of using HUB vendors.

Evaluation:

Data: In 2016, HUB vendors received nine awards valued at $225,000, or 12% of university spending.

In 2017, HUB vendors received 12 awards valued at $578,000, or 25% of university spending.

Mission: The mission of the Office of Safety & Risk Management is to promote, create, and maintain a culture of safety, health, and environmental protection in collaboration with the University community. Our programs are designed to promote the health and safety of all students, faculty, staff, and guests. We assist in providing high quality training related to reducing injuries, hazardous materials management, emergency response assistance, and the protection of property. Our goal is to remain compliant with all state and federal regulations, standards, and laws.

Program Outcomes:

- Conduct Environmental Health and Safety (EHS) Committee meetings at least once per semester to discuss any environmental, health, or safety issues at the university
- Conduct an EHS survey least once per year to all faculty, staff, and students
- Monitor oak trees on the property for signs of oak wilt
- Monitor the Golden Cheeked Warbler habitat
- Determined employees at high risk for occupational exposure to Bloodborne pathogens and ensure they receive training prior to their initial assignment to tasks where occupational exposure may occur, and refresher training each year thereafter
- Review and update the SPCC plan every five years
- Identify and label all hazardous chemicals and hazardous waste
- Provide Safety data sheets for all chemicals located on campus
- Ensure the provision of all necessary and required Personal Protective Equipment (PPE)
- Maintain a database of all chemicals on campus
- Inspect all laboratories monthly and eyewash and deluge showers weekly
- Laboratory use guidelines Student and employee laboratory use training
- Identification, labeling, storage, and disposal of hazardous waste
- Conduct an annual review and regular exercise of the plan to ensure rescue and recovery operations will be effective in protection human life, health and preserving TAMUCT property and resources
- Identify and assess risks, select and implement risk control measures, and periodically review risk management efforts and reporting to the VP for Finance & Administration
- Identify risk and extreme risk countries and make recommendations for go/no go decision
- Design and publish a monthly safety newsletter sent to all faculty, staff, and students
- Conduct annual safety stand down event to emphasize the importance of safety at the university
- Conduct monthly inspections of all buildings that include fire extinguishers, fire hydrants, sprinkler systems, Automated External Defibrillators (AEDs), Smoke and heat detectors, exit and emergency sign lighting, storage areas, office areas, classrooms, laboratories, and classrooms

- Conduct fire evacuation drills, in coordination with the Office of Public Safety, at least once per semester

IMPLEMENTED IMPROVEMENT

Bloodborne pathogen training tracking procedures.

Outcome: Identify employees at high risk for occupational exposure to bloodborne pathogens and ensure they receive training before their initial assignment to tasks where occupational exposure may occur, with refresher training each year after that.

Action: Implemented a system to identify and remind employees to complete training on time. Human Resources changed the in-processing checklist for police, laboratory staff, and faculty to add bloodborne pathogen training to their list of required first-day training and automatically reassigned annual training. Human Resources requires new employees in this category to complete Hepatitis B vaccination forms to document their vaccination status. Those not yet vaccinated may accept a treatment at the university's expense or acknowledge refusal of the treatment.

Evaluation: The implemented change increased the percentage of employees completing the training on time, thereby mitigating a risk of exposure to the university's financial condition and helping to ensure workers' health.

Data: In 2015, two out of 28 employees who were required to take the training failed to complete the training on time. In 2016 and 2017, all employees completed the training on time.

STANDING REQUIREMENTS

Mission: The Texas A&M University-Central Texas Police Department will maintain a safe community through collaboration, service, protection, and enforcement, with the goal of achieving a collective vision of a better future.

Program Outcomes:

- Conduct training of officers
- Increase campus and community safety awareness by conducting training of community (Students, faculty, and staff members)
- Serve as first point of contact at the Welcome Center
- Maintain a reasonable level of safety
- Maintain a responsive police force

IMPLEMENTED IMPROVEMENT

Provide acceptable levels of training.

Outcome: Develop and implement an enhanced Community-Oriented Safety Partnership Plan and Problem Solving Philosophy that embraces and encourages increased community participation.

Action: Increased staff to ensure training could be conducted at a frequency to ensure all students, faculty, and staff can attend.

Evaluation: The University Police Department does onsite Sexual Harassment and Rape Prevention (SHARP) training aimed at keeping the police force, faculty, staff, and students aware of and able to defend and prevent sexual assault. The department's goal is to offer training four times per year.

In 2015, the department received the training materials late in the year and several key police personnel left the department, making it impossible to provide more than two trainings in the year.

In 2016, the newly hired personnel quickly learned the material and conducted two training sessions in each long semester, increasing campus awareness on the topic.

Data: The department held training courses twice in 2015, four times in 2016, and three times in the first half of 2017.

Mission: The Office of Institutional Research & Assessment serves Texas A&M University-Central Texas by providing valid and reliable analysis of higher education information in support of planning, assessment, and policy formulation efforts, coordinating research-based planning and evaluation efforts for the University's academic and administrative units, and guiding the University's strategic planning processes.

Program Outcomes:

- Provide timely, reliable, and consistent information to internal and external stakeholders in support of institutional research and assessment
- Identify and employ best-practices
- Facilitate continuous improvement through a culture of evidence

IMPLEMENTED IMPROVEMENT

More efficient continuous improvement.

Outcome: Facilitate continuous improvement through a culture of evidence.

Action: The department's staff implemented academic program review dashboards in early 2016 for faculty to use in completing program review. In Fall of 2016, staff drafted an academic program review manual to guide faculty in completing more meaningful program assessments. Staff provided faculty a companion report template with program-specific data from the dashboards, relieving faculty of the chore of populating the report tables. Additionally, staff facilitated a workbook with data from all programs, enabling faculty to make program-to-program comparisons.

Evaluation: The State of Texas requires external academic program reviews be completed by August 31 on years specified by the THECB for graduate programs (every seven years), and by the university for undergraduate programs (every five years). The university deferred this responsibility to its parent institution (Tarleton State University) before initial accreditation in 2013. Since then, faculty have struggled to complete these reviews on time. Data collection created the most significant delay, and then migrating the data into a reportable format created a challenge. The Institutional Research and Assessment staff combined their unique skills sets to invent a tool to eliminate these barriers, and the program reviews were submitted to the THECB on time in 2017.

The revised program review process generated better and more valuable assessment for the programs, with more meaningful recommended improvements. The timeliness of the reports allowed faculty the opportunity to reflect on the results, meet with the provost after receiving the external reviewer's reports, and develop a list of actionable items to spur continuous improvement over the next five to seven years.

The impact of these efficiencies to student success is immeasurable, but with faculty teaching an average of 9 to 11 sections each year, they appreciate every timesaver we can offer.

Data:

Completed External Academic Program Reviews:

Level	2013	2014	2015	2016	2017
Graduate	3	2	2	3	2
Undergraduate	2	2	0	5	1

Average course sections taught by tenure and tenure track faculty:

Tenure	2012	2013	2014	2015	2016
Tenured	11	10	7	9	9
Tenure Track	12	12	8	8	9

Mission: The Enrollment Management Division strives to enrich the educational environment of Texas A&M University-Central Texas by streamlining the university's recruitment, advising, admissions, financial aid, and Veteran's processes for our students. And, as a byproduct, improve student retention and graduation rates for our undergraduate enrollment.

The Enrollment Management Division is a collective group of functional areas consisting of: Recruiting, Academic Advising, Undergraduate Admissions, Academic Records, Student Financial Assistance, the Ft. Hood Soldier Development Center, and Veteran's Affairs.

Program Outcomes:

- Increase enrollment headcount 6 percent annually
- Increase semester credit hours 7 percent annually.
- Enhance community partnerships to support enrollment goals
- Optimize student financial aid awards
- Increase recruitment marketing to achieve enrollment goals
- Optimize Recruitment Efforts
- Optimize recruitment efforts to achieve enrollment goals.
- Increase student retention
- Increase degree completions
- Provide individualized academic advising services to achieve retention and success goals
- Provide student academic support programs achieve retention and success goals.
- Enhance financial education programs to reach retention and success goals.
- Ensure effective and efficient enrollment services
- Identify external funding sources
- Foster a student-centric culture for enrollment services

Improved recruiting process and leadership.

Outcome: Increase institutional enrollment.

Action: Implement independent Student Information System and establish quality leadership for recruiting.

Evaluation: The executive director of Enrollment Management oversees the entire lifecycle of a student's academic career, from the prospected stage to the commencement stage. The department identified that the next step after gaining independent accreditation in 2013 was to establish an independent student information system tailored to meet the reporting demand resulting from our

university's unique group of students. This project will be ongoing as the system continually adapts to fit our needs. However, the system continually exceeds the expectations of students, faculty, and staff.

The very next priority towards increasing institutional enrollment was to hire a director to oversee recruiting functions. The employee hired in 2015 was recruited by another university and resigned in 2016, leaving the role vacant. The executive director recognized the talents essential to perform the function in our newly hired director of admissions. He came into the role in 2016 and organized the Admissions Office so efficiently that he was able to perform both functions. His unique perspective in recruiting has generated success in a short time.

The executive director drafted a Strategic Enrollment Management Plan in 2016 and presented the plan to a committee in 2017 for approval. The university identified a software application to manage prospective students, and expects to implement the system in the coming semesters to better reach the region's population. University enrollments have increased an average of 3% annually since the State of Texas named the university in 2009. However, enrollment growth exceeded 6% each year after these improvements.

Data:

Percent change in year-over-year Fall semester enrollments

Fall	Total	Change	Graduate	Change	Undergraduate	Change
2009	2188		656		1532	
2010	2317	5.9%	697	6.3%	1620	5.7%
2011	2096	-9.5%	683	-2.0%	1413	-12.8%
2012	2253	7.5%	692	1.3%	1561	10.5%
2013	2404	6.7%	620	-10.4%	1784	14.3%
2014	2316	-3.7%	566	-8.7%	1750	-1.9%
2015	2466	6.5%	562	-0.7%	1904	8.8%
2016	2619	6.2%	582	3.6%	2037	7.0%
2017 (Projected)	2828	8.0%	628	7.9%	2200	8.0%

Mission: The Admissions and Recruiting Office at Texas A&M-Central Texas is dedicated to providing admissions, registration, and academic record services in a professional, caring, and supportive environment for prospective, current, and former students.

Program Outcomes:

- Increase in newly admitted students.
- Optimize Recruitment Efforts
- Increase Recruitment Marketing
- Ensure effective and efficient recruitment and undergraduate admission operations.
- Foster a student-centric culture for recruitment and UG admission services.

IMPLEMENTED IMPROVEMENT

Stabilized enrollment funnel.

Outcome: Increase in newly admitted students. Increase the newly admitted students to grow institutional headcount by 6% annually.

Action: Recruitment and Undergraduate Admissions developed and instituted contact strategies, communication plans, and related technologies to improve the overall efficiency and effectiveness of prospective student interactions.

Evaluation: Recruitment and Undergraduate Admissions recruited and admitted students, achieving overall enrollment increases of more than 6% over the previous fall semester's enrollment each year since 2015. The office contributed to these increases through a series of administrative efficiencies, which included the automation and scheduling of computer batch processing jobs completed by Banner in the off-peak processing hours to identify and select groups of prospective students who share common criteria. This allowed strategic communications to be delivered on a consistent, predetermined time schedule for all prospective student populations and reduced processing times significantly.

Data: The percentage of <u>graduate</u> students admitted for the fall semester, less those with insufficient hours or grade point averages (GPAs), registering for classes was 85 in 2013, 86 in 2014, 89 in 2015, and 88 in 2016.

The percentage of <u>undergraduate</u> students admitted for the fall semester, less those with insufficient hours or GPAs, registering for classes was 63 in 2013, 65 in 2014, 80 in 2015, and 71 in 2016.

Percent change in year-over-year Fall semester enrollments

Fall	Total	Change	Graduate	Change	Undergraduate	Change
2012	2253		692		1561	
2013	2404	6.7%	620	-10.4%	1784	14.3%
2014	2316	-3.7%	566	-8.7%	1750	-1.9%
2015	2466	6.5%	562	-0.7%	1904	8.8%
2016	2619	6.2%	582	3.6%	2037	7.0%
2017 (Projected)	2828	8.0%	628	7.9%	2200	8.0%

Mission: As an integral component of the Division of Enrollment Management, the Office of the Registrar exists to compliment the educational goals of the University, and the mission of the Division of Enrollment Management.

Staff in the Office of the Registrar develop and implement technical and operational procedures to ensure the integrity, confidentiality and security of student records, and to provide accurate interpretations of TAMU system policies and rules and TAMUCT rules and procedures.

Staff in the Office of the Registrar provide the highest level of service to the university community with respect, honesty and integrity.

Program Outcomes:

- Increase Retention Rate to 70 percent over 5-year period.
- Provide individualized academic advising services to achieve retention and success goals.
- Ensure effective and efficient services related to functions of the Registrar's Office.
- Foster a student-centric culture within the Registrar's Office.

Increase timeliness and accuracy of initial attendance verification.

Outcome: Enhance and expand student records and registration services to the university community by implementing additional Banner functionality.

Action: The registrar developed an electronic initial attendance verification process by modifying the SSB midterm grade reporting.

Evaluation: The new process was successfully piloted in Summer 2016 and fully implemented in Fall 2016. The process includes two Cognos reports used to monitor the submission of initial attendance verification by class section and individual student attendance in order to remain compliant with the external reporting requirements and secure eligibility to receive Title IV funds.

The automated process provides a more efficient means of collecting the required data. This efficiency and other automation enable the Registrar's Office to continue to operate with a staff of eight even as enrollment increases.

The initial attendance reports were difficult to collate, and it was challenging to ensure every student was reported on time. Compliance with the submission of fall initial attendance verification was nearly 100%.

Data: Initial Attendance Class Roster Analysis, Spring 2014 thru Spring 2016

Term	Sections	Rosters Submitted	Percent Compliance
Spring 2014	476	69	14%
Summer 2014	271	217	80%
Fall 2014	440	395	90%
Spring 2015	483	334	69%
Summer 2015	286	260	91%
Fall 2015	485	467	96%
Spring 2016	500	489	98%
Summer 2016	284	284	100%
Fall 2016	520	520	100%
Spring 2017	505	505	100%
Summer 2017	273	273	100%

Source: Registrar's Office

Mission: The Office of Student Financial Assistance strives to reduce financial barriers to higher education by promoting financial literacy and assisting individuals in identifying and obtaining financial resources in accordance with federal, state, and university regulations.

Administrative Outcome:

- Enhance community partnerships to support enrollment goals.
- Optimize student financial aid awards to achieve enrollment goals.
- Ensure effective and efficient services related to student financial assistance.
- Identify external funding sources for student financial aid.
- Foster a student-centric culture for the Office of Student Financial Assistance.
- Enhance Financial Education Programs to reach retention and success goals.
- Provide student academic support programs to achieve retention and success goals.

IMPLEMENTED IMPROVEMENT

Secure more efficient means of financial aid.

Outcome: Optimize student financial aid awards to achieve enrollment goals.

Action: The director obtained approval to participate in the Federal Supplemental Educational Opportunity Grant program in order to independently award federal student financial aid.

Evaluation: Federal financial aid is a critical resource for many students attending a university, and our region's student are no exception with a median household income of $47,763. Under separate authority from our parent institution (Tarleton State University), we can more efficiently manage and distribute financial aid resources to students. We can more effectively work to reduce default rates and increase financial aid awareness.

The director plans to implement a financial literacy program to encourage students to use student loans for essential purposes, to understand the average first-year wage for their degree, and to anticipate the loan payment on their student loan balance. Understanding debt is an essential component to graduating successful students.

Data: The university obtained approval and received an initial allocation of $91,761 for the 2016-2017 academic year.

The university's published student loan default rate for the FY2013 cohort is 8.7%, below the target of 9%.

Average student loan debt of undergraduate completers:

Year	Amount
2013	$24,754
2014	$26,129
2015	$26,611
2016	$26,528

Source: THECB Accountability System, Average Student Loan Debt

VETERANS AFFAIRS

STANDING REQUIREMENTS

Mission: The Office of Veterans Affairs strives to reduce transition issues for Veterans and service members by sponsoring Veteran support activities and promptly certifying education benefits in accordance with federal, state, and university regulations.

Program Outcomes:

- Increase number of degree completions of benefit recipients.
- Enhance financial education programs related to VA benefit usage for recipients.
- Ensure services provided by Military and Veteran Services Center are effective and efficient.
- Foster a student-centric culture within the Military and Veterans Services Center.

IMPLEMENTED IMPROVEMENT

Student-centric culture.

Outcome: Foster a student-centric culture within the Military and Veterans Services Center.

Action: Implemented a staff development plan.

Evaluation: Well-trained and knowledgeable staff provide outstanding service to a highly valued group of students. Our university struggled for decades to become the institution it is today, always with the unending support of our military partners and service members who attend as students and work on campus. We take veteran benefits seriously. Moreover, it is critical that the staff who cater to this group understand all the nuances of the group's military entitlements. By investing in training for our staff, we ensure we are able to provide a level of service befitting these heroes.

Data: The four Veterans' Affairs staff members attended nine training sessions in Spring 2017, both on and off campus.

Mission: Graduate Studies at Texas A&M University–Central Texas is a diverse mixture of educator-scholars and learners committed to accessibility and excellence in graduate education, service and research to enhance knowledge, skills and abilities. All graduate programs and research seek continuous improvement through benchmark assessments including internal and external peer-review.

Program Outcomes:

- Provide monitoring and consultation on graduate program review.
- Consult to promote timely and effective implementation of curricular change.
- Increase the number of ranking graduate programs
- Enhance the quality of graduate faculty membership
- Graduate Faculty Communication - Ensure graduate faculty participate in shared governance
- Optimize marketing and recruiting efforts to increase prospective students
- Increase prospective student applications
- Increase graduate program admissions and enrollments
- Additional offerings (programs and certificates)
- Successfully persist to completion
- Successfully complete graduate programs
- Perceive their experience inside the classroom as positive and relevant.
- Perceive their experience outside the classroom as engaging and applicable.

IMPLEMENTED IMPROVEMENT

Two graduate programs ranked.

Outcome: Increase the number of ranking graduate programs.

Action: The Director of Graduate Studies worked diligently to improve rigor and quality of graduate programs by supporting faculty on 12 graduate external program reviews, attending graduate and university curriculum meetings, and evaluating faculty for graduate teaching status.

Evaluation: Two of our most popular programs ranked highly in the last 12 months. This department serves the university as a focal point for students seeking to engage in graduate studies and faculty looking to teach in and develop graduate programs by efficiently administering student applications, theses, and curriculum change. The university successfully drafted and submitted three high-quality, high-demand graduate degree proposals to our A&M System offices for presentation to our Board of Regents for approval.

Data: Top Management Degrees ranked our MBA program 16th in their "Top 50 Most Affordable MBA Programs of 2017" list. The university published a story on our website, and the college included a note their "News" page.

[GradSource](#) ranked our M.S. in Educational Psychology program first in their list of "Best Online Master's Degree Programs in Psychology." GradSource found the program affordable and flexible with a remarkable student success rate. The program ranked second out of ninety schools in affordability and flexibility. The National Center for Educational Statistics scored the program's student success between 2011 and 2014 with a nearly perfect score, a reflection of the school's commitment to maintaining a strong academic support system for its graduate students.

IMPLEMENTED IMPROVEMENT

Institute clear student direction.

Outcome: Create and implement Graduate Thesis Manual.

Action: The director of Graduate Studies worked with program faculty to update the manual in 2016. The revised manual adds structure to the university's graduate programs. In the process of drafting the manual, the university made improvements to the thesis process by adding a thesis office.

Evaluation: The manual includes a detailed process for students engaged in developing a thesis and includes the following:

Thesis Pre-submission Checklist - Visual aid to thesis construction

Thesis Support Group Notes Form - Gain group feedback and suggestions

Thesis Orientation Notes Form – Guide attendee questions

Thesis Consultation with Librarian Form – Encourage thesis students meet with a reference librarian

Thesis Support Group Advertising – Flyers, posters, and blog created for distance learners to participate in the study groups

The Thesis Office created a LibGuide with information for the different styles of manual, including the websites for each, call numbers locating the style manuals in the library, as well as the study group gathering information and contact information for the thesis office specialist.

Data: In the spring of 2017, the director of Graduate Studies held six thesis orientation meetings and the thesis office met with four of the five students submitting a thesis in the spring semester. The fifth student missed the submission deadline and worked exclusively with the director of Graduate Studies.

IMPLEMENTED IMPROVEMENT

Provide degrees in demand by the community.

Outcome: Additional offerings (programs and certificates).

Action: The director of Graduate Studies assisted in drafting new graduate degrees in high demand by the community.

Evaluation: Our A&M System Office, Board of Regents, state, and accreditor require an evaluated proof of need for new degrees to ensure the community will benefit from the offering. The director assisted in identifying and evaluating community need for three new degree proposals. These proposals were sent to our A&M System Office in Spring 2017. Two of the three potential degrees were placed on the agendas for the Board of Regents' August 2017 and October 2017 meetings.

Data: In Spring 2017, the provost forwarded proposals for a Master of Arts in Teaching, Master of Education in Higher Education, and Master of Arts in Teaching Composition.

STANDING REQUIREMENTS

Mission: The TAMUCT University Library is a customer service organization dedicated to satisfying the scholarly needs of the TAMUCT community and the surrounding region by providing quality material, personnel, instruction, technologies, and services that facilitate the University's mission of preparing individuals for life's next chapter and lifelong learning.

Program Outcomes:

- Increase evaluation of customer services
- Nurture individual and community learning
- Bring the library to diverse users
- Expand efforts to provide universally designed services and equipment for students.
- Ensure appropriate staff tools
- Pursue archival collections
- Expand library collections
- Acquire special collections
- Improve access to materials
- Adopt new acquisitions methods
- Create instructional services that meet faculty needs
- Provide tailored instructional programming
- Grow community programming
- Evaluate library instruction more systematically
- Support knowledge of intellectual property
- Create digital opportunities
- Support new technologies and research methods
- Collaborate on application development
- Create a social networking presence
- Establish avenues for user feedback

IMPLEMENTED IMPROVEMENT

Increase library value and usage.

Outcome: Bring the library to diverse users, wherever they are, through expanded virtual and on-campus services.

Action: Increased faculty services, patron holds, and embedded library classes to increase library knowledge and skills among faculty, staff, and students.

Evaluation: The library delivery program adds value for the faculty and increases usage. Faculty can request material to be delivered to their offices. Faculty use of the service continues to grow.

Encouraging faculty to engage with and request library resources ensures library continues to be relevant.

An increase in patron holds is a good indication of students' use of materials, awareness of the library's value, and knowledge about how to access our resources.

In Spring 2014, the director of the University Library identified a reduction in librarian instruction sessions. She established the embedded librarian program to encourage faculty to include librarian-taught sessions in their courses to instruct students in best practice methods for utilizing library resources. The program ensures students graduate with the essential knowledge and skills necessary to use a library.

Gains in these three measures demonstrate the increased value and usage of the library and its accomplishment in reaching a diverse group of users.

Data: Use of faculty services increased in FY2016, with faculty reserves increasing by 325%, from 99 to 323 faculty reserve requests. Faculty checkouts increased by 16%, to 878 circulations. Faculty requests increase by 1%, to $149,000, or 20% of our annual collection budget. The library introduced e-reserves in FY2016 with 2,520 course views and 2,411 item views.

Patron holds increased by 77%, from 348 in FY2015 to 616 holds in FY2016.

The library collaborated with faculty to incorporate an embedded librarian in two courses in Fall 2015, six in Spring 2016, one in Summer 2016, and four in Fall 2016.

IMPLEMENTED IMPROVEMENT

Increased access and usability of library resources for research.

Outcome: Pursue opportunities for regionally and nationally important archival collections.

Action: The director of the University Library hired an archivist and acquired three valuable collections available for research studies.

Evaluation: Having locally available archival materials to conduct meaningful research is essential to faculty, students, and the community in practicing research, developing information literacy skills, and publishing. These collections serve to increase and enhance scholarship at the university. Between 2014 and 2017 the university increased its archive collection by adding three new collections.

Data:

2014 – Colodny Collection

2016 – The papers of Dr. Tracy Teaff, the former interim Provost

2017 – The Killeen Local History Collection

Mission: Student Affairs encourages development through equitable, student-centered, and community-engaged opportunities that enhance student success.

Program Outcomes:

- Ensure student development programs are grounded in positive psychology.
- Enhance monitoring and predicting of student progress/success, engagement levels, and career success.
- Provide a comprehensive array of student support programs that are accessible on campus, online or at a distance...
- Enhance student learning.
- Develop a comprehensive new student transition plan.
- Enhance the environment and facilities such that it is conducive to building community.
- Cultivate an equitable institutional environment.
- Develop and encourage a community focused on health, safety, and well-being.
- Emphasize a students' sense of community.
- Emphasize staff members' sense of community.
- Prepare for the 2020 application for the Carnegie Community Engagement Classification.
- Continue to develop students as ethical leaders and positive change agents that feel empowered to positively contribute to their...
- Leverage external partnerships to enhance Student Affairs' initiatives.

IMPLEMENTED IMPROVEMENT

Establish campus "residential life."

Outcome: Enhance the environment and facilities to promote community building.

Action: The dean of student affairs secured a funding partnership to build residential halls on the A&M-Central Texas campus.

Evaluation: A&M-Central Texas has a strong sense of community on campus and within the local region. However, with no residential halls, the school lacks the strong learning experiences that are fomented through campus residential life. An essential and natural next step in the university's evolution is the construction of campus housing. Funding for this project by the university alone is simply not feasible, given our struggling economic reality. The dean of student affairs, taking direction from our A&M University System administration, entered into a private-public partnership to establish residential life on campus. While the housing project is not complete, the mere realization of its eventual occurrence has inspired new growth in the university, both in terms of enrollment and morale.

Data:

- Living on campus promotes the following:
- More participation in extracurricular activities,
- More frequent interactions with peers and faculty members,
- More positive perceptions of the campus climate,
- Higher satisfaction with the college experience,
- Greater personal growth and development,
- More effort and involvement in both the academic and social experiences of the college, and
- A higher rate of persistence and degree completion.

ACCESS AND INCLUSION

STANDING REQUIREMENTS

Mission: The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. We are committed to promoting the full participation of all students with a disability in every aspect of University life. This is achieved through advocacy, growing universal access, and collaboration among students, faculty, and staff.

Program Outcomes:

- Provide equitable access to all students
- Provide services to establish a feeling of inclusion on campus
- Provide an infrastructure for accountability
- Provide an outstanding environment for proctored direct assessments

IMPLEMENTED IMPROVEMENT

Increased student awareness.

Outcome: Market disability support and access program.

Action: Updated and distributed revised brochure to all newly admitted students each semester to ensure the broadest awareness of access and disability services. Staff used the AHEAD listserv and researched efforts at peer institutions to benchmark effective best practices.

Evaluation: Students tend to avoid the possible stigma associated with requesting access and disability services. At the same time, some students are not even aware such services are available. The department worked diligently to implement an effective marketing campaign, which resulted in a 200% increase in students served over a two-year period.

Data: In Fall 2013, the program provided services to three students; however, in Fall 2015 the program serviced nine students.

Mission: Career and Professional Development seeks to assist students and alumni with choosing a major and career path, gaining related work experiences, as well as providing guidance in their full-time professional job search through self-assessments, career education, and professional development. Career Services also seeks to assist faculty in their quest to help students enhance their potential for academic and career success. Finally Career Services assists the employment community in meeting their human resource needs.

Program Outcomes:

- Students will utilize internships as a springboard to their career field
- Students will identify benefits of an internship to student career plans
- Warriors in Policy students will utilize internships as a springboard to their career field
- Students will produce professional résumés
- Enhance career connectedness
- Employ high impact experiences to connect skills and knowledge learned in the classroom to on campus jobs.
- Provide enhanced Career and Professional Development online resources to the campus community
- Develop exceptional student worker programs
- Align office programs with state and federal trends
- Assist employers in building a campus brand identity
- Develop and implement a marketing plan as part of the strategic plan
- Identify marketable skills desired by employers in the hiring process

Employer awareness of graduates.

Outcome: Provide employer relations support.

Action: In 2015, the dean of student affairs conducted an external review of Career and Professional Development. The review team recommended the department hire a dedicated director, deploy a marketing campaign to engage employers and students, and regularly collect data relevant to students' and completers' employment.

The director of Career and Professional Development, hired in 2016, established a social media presence for the department, instituted surveys to collect key data points, and developed a series of programs to connect students to employers.

One of the key programs the director implemented to reach the state's 60x30TX Marketable Skills Goal was to request businesses submitting jobs on HireWarriors to list the marketable skills associated with

that position. This translates into an innovative way to determine the marketable skills employers are seeking.

Evaluation: Employment rates dipped below 63% for 2014 graduates. Implementation of the external program review's recommendation directly impacted student employment with a material inflow of new employers attending job fairs and more students engaging Career and Professional Development services. The employment rate of our 2016 graduates is nearly five percentage points above that of the 2012 graduates.

Data: Percentage of students employed one year after graduation:

2012	2013	2014	2015	2016
64.1%	64.6%	62.2%	66.5%	68.9%

Source: THECB Exit Cohort Report and Career and Professional Development Graduation Report, 2017.

STUDENT AND CIVIC ENGAGEMENT

STANDING REQUIREMENTS

Mission: The Office of Student and Civic Engagement supports an active community of student-leaders acting as catalysts for positive change.

Program Outcomes:

- Students will effectively articulate abstract ideas
- Students will effectively convey meaning in a way that others understand.
- Students will effectively communicate and convey meaning by writing and speaking coherently and productively and articulate the benefits and barriers of effective communication.
- Students will illustrate the effective use of listening skills
- Students will understand civic contexts and structures
- Students will clarify a sense of civic identity and commitment to public action.
- Increase student involvement in student organizations and organizational events
- Increase student sense of belonging and thriving as identified by Schreiner (2010)
- Increase students' understanding of their strengths and innate talents
- Increase students' sense of civic identity and engagement in civic life
- Increase students' exposure and awareness of diverse cultures, communities, and social issues

IMPLEMENTED IMPROVEMENT

Attract more students to civic service.

Outcome: Increase student involvement in student organizations and organizational events.

Action: The assistant director of Student Engagement held a student organization fair in January 2017 to assist students in understanding how they can get involved on campus.

Evaluation: The department successfully maintained its total number of student organizations and increased club participation by 25%. Student organizations at the university serve as a critical venue for student gatherings outside of class. These activities are an essential component of an upper-level university with no residential life, an average student age of 34, and a predominance of part-time students.

Conducting the organization fairs highlights student organizations and attracts newly admitted students, guiding them into civic involvement and community service.

Data:

- Fair attendance registered 52 students, which is two students more than the expected attendance.

- In 2015, the university had 285 new participants and 364 total participants in student organizations.
- In 2016, the university had 29 student organizations with 288 new participants and 414 total participants.
- In 2017, the university has 29 student organizations with 106 new participants and 520 total participants as of May 2017.

Mission: The Office of Student Conduct supports the educational mission and goals of the university and is focused on student learning by challenging students to uphold high standards of personal and academic integrity. This is achieved through a procedurally sound conduct process with personal accountability, fairness, community, and learning as bedrock principles.

Program Outcomes:

- Students will articulate their understanding of how the standards of conduct (Codes) support the University community and form the basis for behavioral expectations.
- Students will articulate their reasoning behind their behavioral choices and decisions effectively using verbal and written communication.
- Students will identify skills, strategies, and resources that are likely to assist them in avoiding future violations of the Codes.
- Students will recognize how their behaviors may impact others and their greater responsibility as a member of the TAMUCT community.
- Students will evaluate their personal values (as they relate to the particular type of action) and how they played a role (or not) within their behavior during the incident.
- Students will articulate their reasoning behind their behavioral choices and decisions effectively using verbal and written communication.
- Students will identify skills, strategies, and resources that are likely to assist them in avoiding future violations of the Codes.
- Students will recognize how their behaviors may impact others and their greater responsibility as a member of the TAMUCT community.
- Increase faculty understanding of the student conduct process and behavioral intervention team
- Increase student understanding of the student conduct process
- Increase student perception of a timely and fair student conduct process
- Increase faculty perception of a timely process

Establish equity in addressing student behavior issues.

Outcome: Increase faculty understanding of the student conduct process and behavioral intervention team.

Action: Formed a Behavioral Intervention Team (BIT), created a BIT manual, provided training at the beginning of each year, and prepared an updated code of student conduct.

Evaluation: Knowing the social contract, understanding the consequences of failing to abide by the contract, and learning to accept remediation are important lessons in becoming a college- educated

citizen. Staff provides each student with a code of conduct when admitted to the university, and it is essential that this code is followed and enforced. While the university has always engaged in this student conduct process, it lacked a formal structure of implementation. The associate dean led an effort to formalize the process, with positive results for students and faculty.

Students engaged in student conduct processes acknowledge the process helped them to understand their error and provided them with methods of coping and correcting their behavior.

Data: An assessment of BIT using the National Behavioral Intervention Team Association's assessment tool indicated that the university community lacked a clear understanding of BIT's mission, purpose, tools, and procedures.

In 2016, faculty reported 22 incidents to BIT.

In 2016, 66% students who were engaged in the student conduct process and who responded to the exit survey agreed that the student conduct process helped them understand the impact they have on others and how their choices are related to their values, beliefs, etc.

STUDENT SUCCESS

STANDING REQUIREMENTS

Mission: Student Success encourages personal development of students through student-centered best practices and community-engaged opportunities that enhance student achievement. As a result, TAMUCT students expect the best in the future and work to achieve it. Each believes that the future is something that he or she can effectively adapt to and thrive in.

Program Outcomes:

- Students will apply fundamental writing strategies to the development of effective academic or professional written communication
- Students will deliver effective oral presentations in a variety of settings
- Students will clearly and concisely articulate methods in which they have or will overcome obstacles
- Students will demonstrate an ability to analyze a prior experience and describe how it can become a positive learning experience to be improved upon
- Students will clearly describe how they can positively impact their future goals and pursuits
- Students will analyze how they can positively contribute to a complex and multifaceted issue
- Students will defend the importance of the world's interconnections in addressing and overcoming obstacles
- Students will articulate how they personally construct environments that are supportive of diversity
- Develop processes that optimize office for student success
- Enhance and increase resources that support students
- Enhance monitoring and predicting of student progress and support
- Enhance mentoring and predicting of student progress and success
- Enhance student success and retention by minimizing barriers experienced by students
- Optimize current and emerging learning assistance resources to help increase student success
- Provide comprehensive resources that increase graduation and credit accumulation rates

IMPLEMENTED IMPROVEMENT

Increased student retention.

Outcome: Identify students who require intervention to complete academic programs.

Action: Implement an Early Alert Intervention System for transfer students.

Evaluation: The university provides upper-level undergraduate instruction requiring all students to complete a minimum of 30 semester credit hours before enrolling. Unable to calculate a traditional retention rate without the requisite first-year full-time cohort, we measure the percentage of students enrolled the following fall semester. The university's rate increased ten percentage points since 2009.

Data: Retention rates for all undergraduate students one year after admission:

Entered in Fall	2009	2010	2011	2012	2013	2014	2015
Percent Returning Following Year	61.32	59.09	62.68	68.75	66.04	67.95	70.78
Newly Admitted Students	393	381	351	416	452	518	592

Mission: The Technology-Enhanced Learning (TEL) Department at Texas A&M University-Central Texas (TAMUCT) is responsible for strategic planning and management of the University's academic technology, online learning environment, institutional web presence, instructional design services, and faculty training and development. TEL's mission is to provide excellent support services to positively impact the teaching and learning experience.

Program Outcomes:

- Provide quality service to all stakeholders
- Provide quality training on technology usage and instructional strategies to faculty members
- Provide classroom technology to assist faculty in effective and efficient teaching and learning
- Develop and maintain an accessible web presence

IMPLEMENTED IMPROVEMENT

Improved classroom environment.

Outcome: Provide classroom technology to assist faculty in effective and efficient teaching and learning.

Action: Technicians upgraded classroom equipment in Founders Hall.

Evaluation: Faculty satisfaction with Founders Hall equipment improved as a direct result of updated equipment, as demonstrated by the 2016 survey results.

Data: Technicians survey faculty members annually on the quality and usability of the technology in our classrooms. The results include the following mean quality ratings:

Item	Founders Hall			Warrior Hall		
	2015 (n=86, SD=0.5)	2016 (n=51, SD=0.1)	Change	2015 (n=14, SD=0.4)	2016 (n=9, SD=0.9)	Change
Computers	2.9	3.1	0.2	4.0	2.5	-1.5
Projectors	2.9	3.4	0.5	2.7	2.0	-0.7
Document Projectors	3.3	3.2	-0.1	3.5	1.5	-2.0
Interactive Monitors	2.8	3.3	0.5	3.5	3.0	-0.5
Internet	3.0	3.2	0.2	3.5	4.0	0.5
BluRay players	1.8	3.3	1.5	N/A	N/A	N/A
Overall	2.9	3.2	0.3	3.4	2.7	-0.7

UNDERGRADUATE ADVISING

Mission: The mission of the Department of Academic Advising is to support student success by proactively aiding students in the successful transfer and completion of their degree requirements. Through collaboration with other university offices and local community colleges the department promotes admission, persistence and completion of the program of study. Advisors provide relevant academic information and recommendations related to department, university and higher education requirements, and assist students in establishing and completing meaningful educational plans.

Program Outcomes:

- Provide students a clear path to achieve their educational and career goals by creating transfer pathways and degree maps
- Provide online academic resources for prospective students
- Identify and contact newly admitted students to begin offering advising services
- Advise academically underperforming students on an improvement plan
- Verify the accuracy of student records
- Provide advising support for the academic departments to ensure that students receive accurate, timely advice pertaining to major requirements
- Encourage advisors at the university to take leadership roles in State, regional and national advising organizations
- Use of relevant literature and other resources in advising students
- Encourage advisors to seek graduate degrees and certificate related to advising and higher education.

IMPLEMENTED IMPROVEMENT

Increased student success.

Outcome: Advise academically underperforming students on an improvement plan.

Action: The director of Undergraduate Advising implemented a procedure in which advisors meet with undergraduate students after they are notified they are not in good academic standing. Advisors help students develop a plan to improve their grades to return to good standing

Evaluation: The interventions reduced the number of students on warning from Fall 2015, despite a 6% increase in student enrollment. While the number of students on probation increased, they decreased as a percentage of the total student population.

Between May and November of 2016, 66% of academically underperforming students met with an academic advisor.

Data: Students in poor academic standing:

Year	Warning	Probation	Suspension

2015	124	23	84
2016	112	29	123
Change	-12	+6	+39

Texas A&M University-Central Texas
Integrated Institutional Effectiveness Model