I. **Strengths**

1. Steady enrollment
2. Well-established course rotation
3. Student activities such as the Rangeland Plants Judging Team
4. Cooperative upper-division admissions agreement with TAMU
5. Well-written report

II. **Weaknesses**

1. Lack of formalized curriculum review process
2. Lack of direct measurement of student learning outcomes

III. **Recommendations**

1. Formalize the curriculum review process
2. Implement direct measurement of student learning outcomes
3. The program would probably be enhanced if more than one program faculty had at least a 50% teaching assignment (as opposed to 25% teaching/75% CKWRI)
4. Program should continue

IV. **Dean’s and Department Chair’s Comments**

1. “Lack of a formalize curriculum review process” - The program faculty regularly perform a self-evaluation of the program based on input from numerous sources. These evaluations have resulted in modifications to the curriculum that have strengthened the program. The program self-evaluation could benefit from a more formalized method of selecting committee members and scheduling meetings.
2. “Lack of direct measurement of student learning outcomes” - Direct measurements of SLOs are currently in use. However, the faculty in the program realize the need for refinement and development of more concrete program-level SLOs and are currently addressing this issue.

3. “The program would be enhanced if more than one program faculty had at least a 50% teaching assignment” – Programmatic teaching needs are being met in an exemplary manner. Teaching competence has been very strong. Courses are offered on a regular rotation by faculty with significant expertise in the topical area. No evidence has been presented supporting the suggestion that program effectiveness would be improved by increasing faculty teaching load.

4. Program faculty were somewhat surprised by lack of any reference to the program’s strong commitment to “student engagement” through undergraduate research and internships. Increasing student engagement has become an emphasis at TAMUK as a result of the SACS QEP initiative. Involving students in research and/or internships enhances 1) the students understanding of theoretical concepts provided in academic coursework; 2) the students’ appreciation/understanding of the application of science in solving “real world” problems; and 3) the technical, communication and cognitive skills of the student. These would all seem to be consistent with producing students who are “…well rounded leaders and critical thinkers who can solve problems in an increasingly, complex, dynamic and global society”. Furthermore, these students are more “employable” in their chosen field.

5. These are a few of the recent indicators of program strength:
   a. Undergraduate student headcount increased by +8.7%,
   b. Weighed semester credit hour generation increased by 15.4%;
   c. The Student Chapter of the Wildlife Society under the direction of Dr. Scott Henke was awarded the “Student Chapter of the Year” by the Texas Chapter of the Wildlife Society;
   d. The Range Plant Identification team under the direction of Drs. Tim Fulbright and Alfonso Ortega had the high point individual and won 2nd at the annual Texas Section of the Society for Range Management Intercollegiate range plant identification contest. The teams also placed 2nd and 3rd at the Houston Livestock Show and Rodeo intercollegiate range plant identification contest;
   e. the Pre-professional Agricultural Society under the direction of Dr. Jamie Laurenz had 3 members accepted to veterinary or graduate school; (9) the department averaged 1.4 graduate student publications and 12.6 graduate student presentations/abstracts per FTE;
   f. The department averaged 2.3 undergraduate student publications/presentations per FTE
individual student accomplishments include: Ms. Rebecca Lyons was named the Outstanding Student for 2003 by the Texas Chapter of the Wildlife Society; Mr. Jason Estrella won the Outstanding Undergraduate Poster at the Texas Chapter of the Wildlife Society meeting; Ms. Cynthia Davila won 3rd place in the undergraduate student research competition at the annual meeting of the Southern Section of the American Society of Animal Science; and Mr. Forrest Smith was the high-point individual at the Annual Texas Section of the Society for Range Management Intercollegiate range plant ID contest.

One-Year Follow-Up

V. Accomplished/Resolved

1. Direct measurement of student learning outcomes
2. Faculty teaching assignment load

VI. Pending/On-Going

1. Formalized curriculum review process for which a program review committee has been established to address the problem it in the future