Eleven programs were up for review this year. Eight programs were reviewed by corresponding subcommittees (chair of subcommittee in parentheses):

- Plant and Soil Sciences (Cannon)
- Animal Science (Chisholm)
- Art (Özcelik)
- Interdisciplinary (Harun)
- Psychology (Dial)
- Criminology (Fedynich)
- Communication Sciences and Disorders (Ocker)
- Spanish (Yarbrough)

Two programs were not reviewed this year:
- Sociology (due to request by the department chair)
- Communications (no self-study report)

The Social Work program was granted a waiver from the review.

Out of the eight programs reviewed, the committee recommends unconditional continuation for seven programs. The Art program is required to be reviewed again during the 2007-2008 review cycle.

1. Animal Science

**Strengths**
- Healthy total enrollment in ANSC courses
- Well developed and clearly articulated planning and evaluation process
- Teaching effectiveness as shown in faculty awards, scholarly productivity, extramural funding, SRIs, and achievement of SLOs (student research, internships, graduate employment and graduate school entrance)

**Weaknesses**
- Enrollment decline
- Low freshman retention rate
- Need for additional funding to maintain teaching effectiveness through experiential learning in state-of-the-art laboratory settings

(However, the program is addressing these weaknesses through targeted recruitment efforts to increase enrollment and enhance retention.)

**Recommendations:**
Modify *Overview* (I-01) to highlight impact of learner outcomes upon goals of the program. The learner outcomes are well delineated later (II-04). A few sentences on how they support the program goals would add weight to the report. Continue
well-developed efforts at recruitment and retention. The committee recommends unconditional continuation of the Animal Science program.

2. Art

*Strengths:*
- The department has recognized the need for drastic change, been working for restructuring the program with outside help.
- The department is aggressively working to make assessments and improvements, implementing better record keeping.
- Faculty involved in outside shows of their own work.
- The study abroad programs were offered.
- The department’s efforts to develop a student evaluation instrument.
- Student morale is improving.
- Art and Communication Departments are planning a BFA in Visual Communications that will be awarded by Art.

*Weaknesses:*
- Lack of national accreditation.
- Lack of a good measure of student outcomes (Art education is in much better shape than Studio Art).
- Lack of focus and direction of the program.
- Uneven assignment of student advising duties due to a lack of required faculty training on Blue and Gold system.
- Underfunded to some extent. Need for greater maintenance updates of equipment and facilities.
- A shortage of faculty for certain core courses.
- Faculty morale is not good.

*Recommendations:*
The program is in the midst of a major transition and overhaul with much of its future direction to be determined with the help of an outside consultant. The outside consultant is referenced in several sections of the report, indicating that the department is pinning a great deal of their future on his recommendations. The consultant has already been at TAMUK and submitted his report and recommendations. By Fall 2006, they will be working on implementation, but will not yet have any data. By 2007 they will start seeing the impacts and have data to show the results. Therefore, the committee recommends that the Art program be required to be reviewed again during the 2007-2008 review cycle.

3. Communication Sciences and Disorders

*Strengths:*
• The department has continually updated the undergraduate curriculum to align with the graduate program, which is accredited by the Council on Academic Accreditation of the American Speech Language Hearing Association,
• The program has a strong assessment system and approximately 70% of undergraduates enroll in a graduate program after graduation,
• Student’s gain practical knowledge through clinical observation and mentoring,
• The program offers a strong faculty-student involvement through practical clinic observation, scholarly activities, and active classroom learning,
• Faculty demonstrated strong scholarship and teaching effectiveness,
• Graduate students have reported that they were very well prepared for graduate-level coursework from their undergraduate classes.

Program Weaknesses:
• The program has vacant faculty lines and in need of more terminal degree faculty,
• Minimal funds for the purchase of modern equipment and the upgrade of existing equipment,
• Lack of financial support for students,
• Underfunded travel for faculty and student recruitment,
• Need for a Master’s level clinical director / instructor, currently the clinic is operated by students,
• Funding for teaching and/or research assistants.

Recommendations:
To continue this program effectively more faculty and modern equipment are needed. It is the recommendation of this committee that the CSDO program receive unconditional continuation, but secures another terminal degree faculty member and a clinical director within two (2) years.

4. Communications

No report was received from the Communications program.

Recommendation:
The Communications program is required to submit the self-study report next year.

5. Criminology

Strengths:
• The program is experiencing substantial growth, whereas other programs on campus are not faring so well.
• The program seems to have established a workable framework for evaluation.
• It appears that 3 different evaluations are being used to evaluate and improve teaching performance.
**Weaknesses:**

- Communication of the program to potential students and stakeholders seems to need improvement. Report was unclear whether or not there are brochures pertaining to program, fliers listing program requirements, active web site, etc.
- It did not appear that the program had a senior capstone course. If one was available, it could be used to further document student learning over time within the discipline.
- Although there is informal tracking of graduates, there seems to be a need to develop a formal tracking system to be able determine their success in finding employment as a way to assess program's outcomes.
- Program appears to need additional faculty to meet the demands of an expanding program; this is recognized by the department and it appears that attempts have been made to address this issue.
- There seems to be a lack of being able to track/document scholarly activities by the program's faculty such as number of publications and number of grant dollars brought into the program. Developing a mechanism to track these kinds of activities will aid in demonstrating how these factors positively impacted the quality reputation of the program.

**Recommendations:**

The program appears to be making progress. There are several areas (mentioned above) that could be incorporated to enhance visibility of the program and aid in documenting how the program is progressing. The committee recommends for unconditional continuation.

**6. Interdisciplinary Studies**

**Strengths:**

- The program proposal was reviewed and approved by the Program Director for Educator Preparation at the Higher Education Coordinating Board. The program has gone through several stages of reviews recently.
- Center for Professional Development of Teachers (CPDT) is a great achievement.
- The program faculty are involved in recruitment effort and student advising.
- The program is accredited by the Texas State Board for Educator Certification and satisfies all other state accreditation requirements.
- Regular monthly meeting of faculty provides regular feedback and coordination of the program.
- Students have more field-experience and have longer teaching experience than comparable programs.
- Student perception of the quality of the program and the faculty is good.
- The pass rate on TExES exam exceeds state accreditation rate.
- Excellent job placement record of graduates.
• Ranked number one in the percentage of teachers employed after six-years after receiving initial certification among all TAMUS institutions.
• Ranked number three in retention of Texas institutions producing more than 100 new teachers per year.
• Good employer evaluation and interest in hiring graduates.

Weaknesses:
• Decline in student enrollment.
• No full time advisor/recruiter for the program.
• Because of the nature of the program, a great deal of coordination is required especially for the degrees from other colleges. No process seems to exist for coordinating the degree plans.
• Number of non-tenured track faculty seems high. No reasons have been provided to justify the high numbers of non-tenure track faculty.
• More than 20% FTE is taught by part-time faculty.
• Lack of financial support for professional development and travel for faculty.
• Inability to attract and retain tenure track faculty.
• No national accreditation.

Recommendations:
The Curriculum and Instruction department offers a strong undergraduate degree in Interdisciplinary Studies Program with 12 active degree plans in teacher certification taught by well-qualified faculty. The committee recommends that the program receive unconditional continuation. However, the program should implement the following recommendation to improve the quality of the program:
• Increase enrollment/recruitment effort.
• Hire full time advisor/recruiter.
• Hire and retain more tenure-track faculty.
• Provide professional development and travel funds for faculty.
• Seek national accreditation.

7. Plant and Soil Science

Strengths:
• A healthy total enrollment in PLSS courses and a clear plan to recruit more students for the program. (Although they have very few majors, their service work for other agriculture programs appears to fill their classes. This could have been emphasized stronger in their self-study if the number of students in the other degree programs using their courses had been mentioned as well as the SCH numbers).
• Faculty provide students with unique experiential learning opportunities that lead to “hands-on” training that is important in the careers that the PLSS majors pursue.
• Faculty have implemented structured student learning outcomes and have sought to increase learning by offering WebCT courses and TTVN.
Weaknesses:

- Very limited on-campus full time faculty
- The lack of a well defined review and planning process for the department, and some funding issues. The self-study is confusing in that the list of faculty and the courses they taught includes every instructor who was active at any time from 2000 to 2005. A statement at the beginning of the faculty section clearly stating this would have been very helpful. It appears at first reading that six faculty are presently available. Another table could be included showing that there are presently only two full time faculty active in this department. This would strengthen their case for additional faculty.
- Their departmental planning is limited to the annual Institutional Effectiveness Report. It notes that faculty are “invited” to give input. Admittedly the full time faculty are only two at this time and a formal meeting may seem superfluous, however the program appears to lack a formal stated internal process for review of their program. It is important to note that the assessment of students is excellent and that clearly data is annually acquired regarding the program. Assessment measures currently utilized are clearly outlined, and problematic areas are being addressed. For example, PLSS students generally perform poorly in ENGL 2314; therefore, the PLSS program will be bolstering writing requirements in hopes of strengthening writing skills.

Recommendations:

Modifications of the self-study be made to address the issues raised above and a formal process of faculty meetings to review the data collected during the assessment of the program be written. The committee recommends unconditional continuation of the Plant and Soil Science program.

8. Psychology

Strengths:

- The program provides a reasonably quality education in the subject of psychology. The courses offered appear to be taught within the standard practices of higher education. The anecdotal reports of graduates’ employment and enrollment in graduate schools indicate that employers and graduate programs consider the students to be adequately prepared in their subject.
- The faculty are qualified to teach the courses in the subject.
- The faculty-student interaction and involvement with organizations and activities comprise a strength of the program. Faculty not only participate in various on-campus and off-campus student-related activities, they advise upper level students. Students also participate in various on-campus and off-campus organizations and meetings.

Weaknesses:
• Given the large class sizes, the routinely different course preparations, and the fact that faculty advise upper level students, the quality of instruction might benefit from additional faculty. This is especially true for courses taught in San Antonio where the majority of courses are taught by adjunct instructors.
• As with many programs on campus, there appears to be no external, standardized examination of students’ knowledge. Although perhaps not the ultimate gauge of students’ knowledge, such exams would provide some external measurement on which the program could compare itself with national standards.

Recommendations:
The committee recommends an unconditional continuation of the Psychology Program. However, the program may implement the following recommendation to improve the quality of the program:
• Tracking students after graduation
• Offer a technical writing course, split the Psychology and Sociology programs into separate departments.
• An adequate number of full-time faculty be hired for the program. Because at least 80% of PSYC courses are not being taught by full-time instructors at SC-SA and the number of students at the San Antonio campus is steadily increasing, it is especially recommended that an adequate number of full-time faculty be hired for that campus.
• If such tests exist, some type of external examination—be it a nationally standardized exit exam or a professional certification—be acquired and used.

9. Social Work

The program review committee has reviewed the documentations of the Social Work program and decided to grant the program a waiver from the review since the program was accredited by CSWE (Council on Social Work Education) in 2004.

Recommendation:
None

10. Sociology

The chair of the department requested the review to be postponed till next year.

Recommendation:
The Sociology program is required to submit the self-study report next year.

11. Spanish

Strengths:
• New additions of a graduate coordinator and an advisor
• New additions of four new faculty
• Regularized advising and mentoring of students as well as exams that place students in the appropriate level
• All students have passed the Communication Skills Exam, and all students who took the ExCET passed the exam
• Faculty has had several departmental retreats designed to encourage discussion about curriculum changes and have outline revisions designed to increase enrollment
• Graduate teaching assistants have extensive training, orientation and supervision.
• All current Tenure Track faculty are actively engaged in scholarly activity and publication
• HEAF funds allowed for the outfitting of a Foreign Language Learning lab/Media Center
• Merit based scholarships have been offered to top majors and graduate students
• NEH grant of $25,000 received to develop Hispanic Studies in South Texas

Weaknesses:
• Declining enrollment
• Lack of continuity in faculty, (all full time faculty have been with the University for less than 3 years, with no upper level faculty); elimination of language requirements for several degree plans across the university; lack of recruitment plan
• PhD program has been initiated, but no more mention made of it with the only offered degrees being BA in Spanish, BA in Spanish with teaching certificate; Spanish minor
• Lack an assessment procedure to measure the program as a whole
• Lack of Fiscal Resources with amounts decreasing to the lowest amount in 5 years during 2004-2005.
• Lack of travel, training and development funds limit faculty opportunities for profession development.
• Foreign Language Learning lab/Media Center need further upgrading and maintenance to make it more effective.

Recommendation:
The committee recommends for unconditional continuation.