Support information provided by Planning & Institutional Effectiveness:

APPENDIX A

- **Faculty Profile**
  - Table 1
    - Faculty by gender, ethnicity and rank
    - Listing of all faculty who have taught at least one section in the study discipline during the study period
  - Table 2
    - Faculty teaching detail
    - Detail of all the discipline prefix courses taught by the faculty identified in Table 1 (forms the course specific basis for SACS credentialing of the instructional faculty)
  - Table 3
    - Faculty workload detail
    - Total workload detail for each faculty member identified in Table 1 broken down by categories of teaching and reassigned time

- **Student Majors Profile**
  - Table 4
    - Student majors by gender and ethnicity
    - Five year enrollment trends
  - Table 5
    - Student majors by course load distribution
    - Five year enrollment trends
    - Part-time enrolled students are printed in red, full-time in black
  - Table 6
    - Student majors by geographic origin: trends
    - Five year trends broken down into Corpus Christi MSA (Nueces, San Patricio and Aransas counties) and three other geographic regions
  - Table 7
    - Student majors by age distribution
    - Five year trend (mix between traditional and non-traditional students)
  - Table 8
    - Student majors by class level
    - Number of majors by freshman through senior classification shows how students are flowing through the program and helps gauge the number of students retained in the program and whether there is an increase in the number of new students entering the program

- **Curriculum Delivery**
  - Table 9
    - Courses taught by instructor (who is delivering the curriculum?)
    - This table shows all faculty who have taught each course at some time during the study period. In cases, where there have been multiple instructors teaching a course, the program review process
might want to look at syllabi and requirements to determine the amount of consistency in the course as it has been taught by different people

- **Table 10**
  - Course enrollment by student major (to whom is the curriculum being delivered?)
    - This table disaggregates the enrollment in each course over the study period by the major of the students who took it, and provides an index of the degree to which a particular course serves majors versus non-majors

- **Table 11**
  - Cumulative grade distribution by course over the five year study period
    - This table can be useful in identifying "outlier" courses that may have an exceptionally large number of “W” grades, for example.

- **Table 12**
  - Enrollment history detail: five year trends
    - This table provides data on enrollment trends: number of course sections offered, total enrollment, average section size, and semester credit hours generated by term during the study period (identifies courses with large and small enrollment histories)

- **Student Retention and Graduation**
  - **Table 13**
    - Freshman to Sophomore one year retention rate
      - Five year trend
      - Retention rate of first time full time freshmen students who declared a major in this discipline at the time of their initial registration
        - Returned in same major
        - Returned in different major
        - Not retained at A&M-Corpus Christi

  - **Table 14**
    - Six year bachelors degree graduation rate
      - Five year trend
      - Percent of first time full time freshman students entering in a fall semester who declared an initial major in this discipline who graduated from A&M-Corpus Christi within six years
        - Awarded a Bachelors degree in same major
        - Awarded a Bachelors degree in another major
        - Did not graduate

  - **Table 15**
    - Degrees awarded by gender and ethnicity
      - Five year demographic trends

  - **Table 16**
    - Courses in major completed by program graduates (how does the actual curriculum taken compare to degree requirements?)
      - Details the major study courses this year’s graduates took on their way to their degree. This can be useful in seeing how closely the actual course taking behavior matched the expectations of degree requirements
Table 17
- Time to degree and course load
  - Details the number of terms this year's graduates took to complete their degrees and the total number of hours they took at this university. Total hours less than 124 indicates that the student entered as a transfer, rather than as a first-time freshman.

APPENDIX B

- Program Level Student Opinion Survey Information (selected major-related questions)
  - Graduating Student Survey
    - Perceptions by students at the time of filing application for graduation
    - Administered to graduating students each year (participation is voluntary)
    - Typical response rate: 60% to 70%
  - Alumni Survey
    - Perceptions by recent graduates
    - Administered to all graduates by mail and web one and two years after degree award
    - Survey administered fall of even numbered years
    - Typical response rate: approximately 40%
  - Questions common to both surveys:
    - Interest of the faculty in the welfare of students
    - Quality of instruction in the major
    - Mutual respect between students and faculty
    - Opportunities to interact with faculty outside class time
    - Fairness of grading practices
    - Quality and promptness of faculty feedback on student work
    - Preparation for career or graduate school
    - Would you recommend this major to others with similar interests
    - If you were to start over would you still select this major

APPENDIX C

- Student Learning Outcomes Assessment and Continuous Improvement Documentation
  - Copy of two most recent annual detailed assessment reports from WEAVEonline. (provides documented basis for review of student learning outcomes, assessment strategies, and implemented plans for improvement)