

March 31, 2017

HMS 115 Faculty Meeting 1:30 to 3pm

1. Associate Deans
2. CTL (Mary Smith and Megan Weatherly)
3. Convocation April 24th 3pm-5pm
4. Financial Aid (plan and update)
5. Diversity
6. THANK YOU TO THOSE WHO POSTED MIDTERM GRADES (students were very happy with this)
7. Merit Policy Committee
8. Strategic Plan Committee
9. Curriculum Committee (due dates)
10. Assessment Committee
11. Post Tenure Review Committee
12. Promotion Committee
13. Academic Persistence (Olle)
14. Dead Week Policy in boxes and Final Exam schedule in boxes

Events - SR ID Show, KOHLS Merch, Career Day, Merch, Cooking Up Careers, Research Week, others?

Fall Retreat: August 24, 2017 (8:30 Ballroom, 10 Dean's auditorium, 11-3:30 HMS 115 - lunch served



New for AY 2017-2018

Beginning Academic Year 2017-2018 Financial Aid must review **and only pay financial aid (federal aid programs) for courses that count towards a student's degree**. This regulation has been in place, we must ensure we are compliant.

Regulations:

- Title 34: (Education) Part 600 (Institutional Eligibility under the Higher Education Act of 1965) Subpart A—General §600.2 Definitions. Regular student: A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.
- Title 34: (Education) Part 668 (Student Assistance General Provisions) Subpart C—Student Eligibility §668.32 Student eligibility—general. A student is eligible to receive Title IV, HEA program assistance if the student either meets all of the requirements in paragraphs (a) through (m) of this section or meets the requirement in paragraph (n) of this section as follows: (a)(1) (i) Is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution
- 2015–16 FSA Handbook, Volume 1—Student Eligibility, Chapter 1—School-Determined Requirements pg. 1-14 and 1-15. If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, and they cannot be used to determine financial aid enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree, certificate, or other recognized credential.

Important Items of Note

- Most scholarships will pay outside of this process.
- Only the current semester major will be used when evaluating the courses, this is not retroactive and will be run several times prior to course drop date.
- Minors must be officially declared and reflected in the degree evaluation prior to aid disbursement. Undeclared minors will not provide aid eligibility for the associated courses.
- Capstone courses, internships, honors courses, or prerequisites for majors are covered if they are included in the students program of study as documented within the degree evaluation tool.

Implementation

- Project plan – Currently we are sending out communications, testing scenarios, and troubleshooting concerns / issues. Targeted communications and testing will continue through summer with a fall term planned application.
- Workshops are held weekly to test scenarios and determine recommendations based on testing outcomes and SFA best practices. We've requested Advisor scenarios with ID numbers.
- PMO providing a Sharepoint site including progress updates, communications, relevant project information, and FAQs.
- The team is presenting information at several professional Advisor Sessions, in Deans Council, at Chairs Forum and when requested at College hosted meetings. Requests may be sent to pmo@sfasu.edu for coordination.



Examples

• **Direct Loans** - A student is taking 6 hours and is "enrolled" as a half-time student and would be eligible to receive a direct loan.

-If a 3 hour class is not listed as counting towards their degree then they would only be enrolled in 3 hours (less than half-time for financial aid purposes) and would no longer be eligible to receive direct loans.

-They would still be paying the tuition and fees associated with these courses but will be ineligible for a Direct Loan to cover the costs for both courses.

• **Federal Pell Grant** - A student is taking 12 hours and is "enrolled" as a full-time student. They would receive the maximum amount of Pell.

-If a 3 hours class is not listed as counting towards their degree then they would be enrolled in 9 hours (3/4 time) for financial aid purposes and would receive less Pell.

-They would still be paying the tuition and fees associated with this course but will be ineligible for a portion of the federal aid to cover the costs for this course.

• **Example:** Student needs 6 hours to complete a program and wants to take another class that is not an elective and does not count towards degree. Aid cannot be used to pay for these types of classes. Aid pays on 6 hours only.

• **Example:** If student has only 1 class (3 hours) left to take to complete a program, there is nothing you can do to make the student eligible for financial aid. They cannot pick up a class or two to reach the status to get aid at half time or more.

Concerns

- Students will receive less aid, reduction to their cost of attendance must be completed.
- Students could have aid taken away after it has been disbursed to them and would then owe the university a debt associated with the return.
- Local policy prevents student from changing major even though taking classes for that major (GPA low, suspension/probation).
- Timing for Substitutions and Adjustments
- Required Concentrations
- Paper Degree Plans that do not exist in CAPP
- Undecided, Pre-Nursing, Pre-Social Work, and BAAS
- Hidden prerequisites
- SFA 101 and Marching Band

Positives

- Reduce Student loan debt as mentioned in 60x30.
- Encourage "15 to Finish" and on-time completion.
- Help with excessive hours cost.
- Promote student self-sufficiency in monitoring their degree plans.

Lynda Martin

From: Office of Academic Affairs <brewersj@sfasu.edu>
Sent: Tuesday, March 28, 2017 4:56 PM
To: CAPP-FINAID-L@sfaadm.sfasu.edu
Cc: Steve Bullard; Mary Nelle Brunson; Michael P Coffee; Meredith C. Baily
Subject: : Important Update - Financial Aid and Degree Plans Project

To: Chairs, Faculty Advisors, and Professional Advisors
Date: 3/28/17
Email List Named: CAPP-FINAID-L@sfaadm.sfasu.edu
Subject: Important Update – Financial Aid and Degree Plans Project

Colleagues,

The team working on the Financial Aid and Degree Plans project requested an implementation timeline extension due to numerous concerns about successfully implementing in the fall term. Upon reviewing concerns on a technical defect and campus wide adjustments needed to properly implement the project, it was determined a timeline extension is necessary. The new implementation will be spring term 2018.

This is not an end to the project, simply an implementation deadline extension. We suggest that Advisors continue to communicate the Federal Financial Aid requirement with students to prepare them for the change in procedure and get them in the habit of taking courses on the specified degree plan. The implementation will now include the determination process for managing pre-programs and undecided majors to comply with the Federal Financial Aid requirements. The team will provide a webpage with information for students and a SharePoint site to update Faculty and Staff on the project in the next few weeks.

Mary Nelle Brunson
Associate Provost

Dead Week

Original Implementation: June 16, 1982

Last Revision: July 28, 2015

Dead week is an established tradition in higher education to allow students the necessary time to prepare for final examinations. During the last five class days of each long semester, written examinations (except to cover daily assignments) and themes or assignments beyond normal daily requirements are not to be assigned without written notification to the students prior to the twelfth class day.

The Division of University Affairs and university sponsored student organizations shall observe dead week by refraining from sponsoring events during this time. All student organizations shall be unable to reserve on-campus facilities for events or for the purpose of advertising events during dead week. Student Organizations may not advertise on or off-campus events through any campus medium during this time period.

Cross Reference: Faculty Handbook

Responsible for Implementation: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Contact For Revision: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

Stephen F. Austin State University**Final Exam Schedule****Final Exam Schedule Spring 2017**

Class Period	Days	Exam Time
Monday, May 8		
8 a.m.	MWF	8 - 10 a.m.
10 a.m.	MWF	10:30 a.m. - 12:30 p.m.
Noon	MWF	1 - 3 p.m.
4 p.m.	MWF or MW	4 - 6 p.m.
5 p.m.	MWF or MW 5:30 p.m.	6:30 - 8:30 p.m.
Tuesday, May 9		
8 a.m.	TR	8 - 10 a.m.
11 a.m.	TR	10:30 a.m. - 12:30 p.m.
2 p.m.	TR	1 - 3 p.m.
5 p.m.	TR	4 - 6 p.m.
6:30 p.m.	TR	6:30 - 8:30 p.m.
Wednesday, May 10		
9 a.m.	MWF	8 - 10 a.m.
11 a.m.	MWF	10:30 a.m. - 12:30 p.m.
1 p.m.	MWF or MW	1 - 3 p.m.
7 p.m.	MWF or MW	4 - 6 p.m.
8 p.m.	MWF or MW 8:30 p.m.	6:30 - 8:30 p.m.
Thursday, May 11		
9:30 a.m.	TR	8 - 10 a.m.
12:30 p.m.	TR	10:30 a.m. - 12:30 p.m.
3:30 p.m.	TR	1 - 3 p.m.
8 p.m.	TR	8 - 10 p.m.
Friday, May 12		
2 p.m.	MWF	8 - 10 a.m.
3 p.m.	MWF or MW 2:30 p.m.	10:30 a.m. - 12:30 p.m.
6 p.m.	MWF	6 - 8 p.m.
Conflicts		1 - 3 p.m.

10/12/17

Will Texas universities face perfect storm of cuts?

The top three sources of revenue for Texas public universities are all being targeted for reductions or freezes by federal or state government leaders. [f](#) [t](#)

BY MATTHEW WATKINS MARCH 28, 2017 12:01 AM



University of Houston President Renu Khator (center) and Texas Tech University System Chancellor Robert Duncan were among those who testified during a May 10, 2016, House Higher Education Committee hearing.  Marjorie Kamys Cotera

Higher education leaders entered the 2017 session of the Texas Legislature expecting some dark days. Two-and-a-half months in, they're now focused on warding off a perfect storm.

In addition to potential state funding cuts, which are being discussed like they're a virtual certainty in the Capitol, schools are staring down efforts to freeze tuition and slash federal funding for higher education. If all three happen, the universities' three biggest sources of money would be reduced or frozen for 2018.

That's a scary thought to advocates of public higher education, who warn that Texas' need for strong state universities will only grow in the coming years. Tuition, state funding and federal cash make up a combined 75 percent of Texas public university revenue.

"All alumni and business leaders in our state should be up in arms and outraged about these proposals being considered," said Will O'Hara, co-interim director of the Texas Exes alumni group for the University of Texas at Austin.

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Persuading elected officials to reverse course could be difficult, however. There's less money for the state to spend overall this year than in previous sessions. There are also other pressing needs to compete with, like reforming the child protective services and foster care systems. And many lawmakers are frustrated with what they view as a lack of fiscal discipline among the state's universities.

Average tuition has climbed 147 percent in Texas over the past 15 years. And most of the state's universities have increased tuition since 2015, when the Legislature added \$2 billion to the budget for higher education.

The scrutiny is especially pronounced in the Senate, where presiding officer Lt. Gov. Dan Patrick named halting tuition growth one of his top 20 priorities for 2017. Patrick, a Republican, has thrown his support behind Senate Bill 19, which would impose a four-year freeze on tuition increases.

Meanwhile, senators are expected to vote Tuesday on their proposed budget. If they pass it as currently written, which is highly likely, they will send the House a bill that would impose hundreds of millions of dollars' worth of higher education cuts. Each school would face a loss of 6 percent to 10 percent of its state funding in the Senate plan.

"It is a substantial cut over the previous biennium," said Sen. Kel Seliger, R-Amarillo, chairman of the Senate Higher Education Committee. "And it is a concern."

Potential federal cuts

Federal money could be also be reduced.



This month, President Donald Trump released a blueprint for the federal budget that called for major cuts in spending for financial aid and research. Those included a nearly 20 percent reduction for the National Institutes of Health and a likely 9.8 percent cut for the National Science Foundation. Those two agencies send huge amounts of research grants to Texas universities and medical schools.

"That would just be pretty darn devastating," said Jennifer Poulakidas, vice president for congressional and governmental affairs for the Association of Public and Land-grant Universities, a national research and advocacy organization for public universities.

None of those cuts are sure things. The president's budget blueprint is non-binding — and it's ultimately up to Congress to write the budget. And any ideas approved by the Texas Senate would still need to pass the House. With tensions heating up between the two chambers lately, it's hard to know how those discussions will work themselves out.

Resistance to state cuts

So far, House leadership seems less interested in making cuts for higher education. Last week, House Speaker Joe Straus, R-San Antonio, warned that the Senate's spending plan would "have a pretty severe impact on higher education." He also said he is "not a big proponent" of tuition freezes. That's especially true "in a year that we are going to be cutting our appropriations and contributions to higher education," he said Friday at an appearance on the University of Texas at Austin campus.

With all of those variables, it's difficult to say how much each university stands to lose overall. At best, they wouldn't get as much as normal to keep up with enrollment growth. At worse, they'd face cuts that would require layoffs and reductions in educational offerings. School officials say they are a long way from being able to get into specifics.

At a hearing on tuition freezes last week, university leaders repeatedly asked for flexibility in setting prices. Colleges have had the power to set their own tuition rates since 2003. Since then, they have been able to make up for reductions in state funding by raising prices. Losing that ability could be painful, they said.

A compromise on tuition could be emerging. Seliger, the Senate Higher Education chairman, filed a bill that would allow for "performance-based tuition increases." If approved, schools would be able to raise their costs only if they met certain enrollment and graduation targets set by the state.

Higher education advocates are starting to mobilize. On Friday, the Texas Exes alumni group e-mailed a "special alert" to its members that said the Senate budget would "hurt the [UT-Austin's] ability "to educate students, deliver cutting-edge research, and innovate for the people and businesses of our great state."

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"We are going to start drafting our alumni base in a big way to step up and start turning the heat on," said O'Hara, the co-interim director of Texas Exes.

UT-Austin's in-state rival might do the same. Texas A&M University supporters are particularly alarmed that their school faces a 6 percent cut in the Senate budget, even though enrollment growth has been massive in recent years.

"If that were to pass, that would be a disaster for Texas higher education," said Gerald Griffin, a distinguished alumnus from A&M and former member of the Texas Higher Education Coordinating Board.

Read more of our related coverage:

- As Texas higher ed tuition rises, financial aid is covering less and less.
- It cost \$9 million to attract a top engineer to A&M. Was that worth it?

Disclosure: Texas Exes, the University of Texas at Austin and Texas A&M University have been financial supporters of The Texas Tribune. A complete list of Tribune donors and sponsors can be viewed [here](#).

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Cost and control: The price of higher education in Texas

MARCH 28, 2017



Texas senators weigh bills that would limit college tuition growth

MARCH 22, 2017



As Texas higher ed tuition rises, financial aid is covering less and less

MARCH 17, 2017

 **“A physician should be the one to determine which medication is best for their patient, not an insurance company.”** – Jodi Wood, Mom

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HMS Respondents on Senior Exit Survey – General Questions asked of all Students

Note from the HMS Assessment Committee: The following information comes from the Senior Exit Survey conducted by Stephen F. Austin each year since academic year 2014. The information is from the AY 15 & AY 16 administration of the survey. The HMS assessment committee found the following to be pieces of information that we might be able to utilize for improvement. This report includes information only from students who were HMS majors. While reviewing this, look for actionable data! We are doing REALLY well, but where can we improve so that our students have a better experience in HMS.

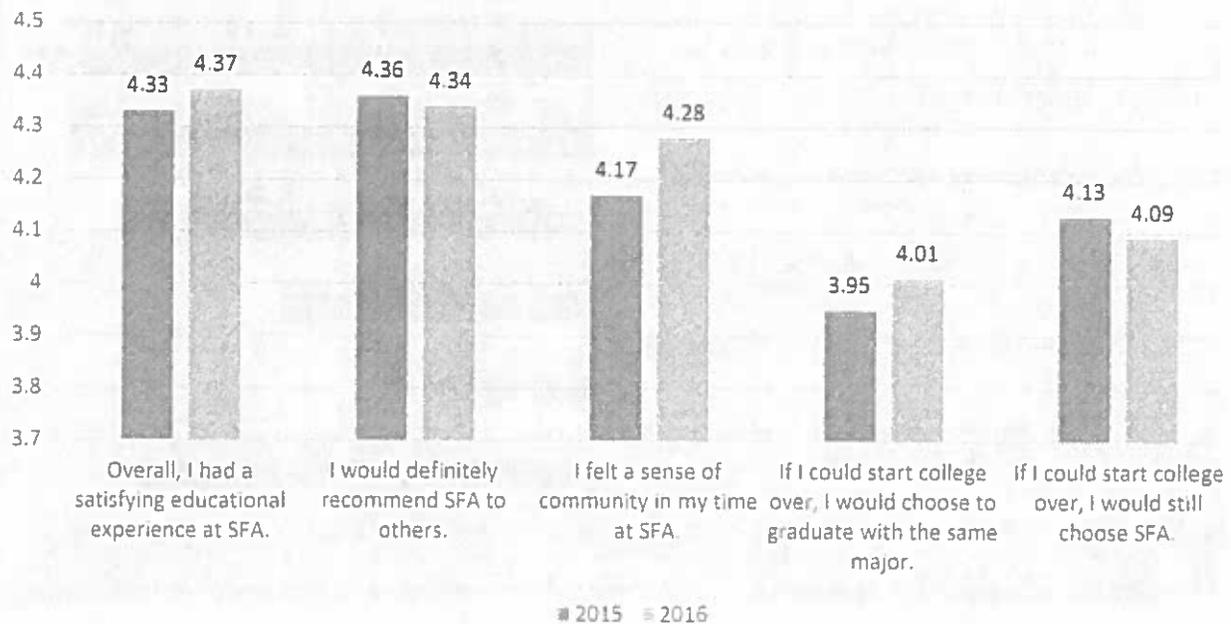
Reasons Stayed at SFA

What were the three most important reasons for staying at SFA?

	2015 %	2016 %	% Change
Cost	38.9	35.5	-3.4%
Size	46.0	38.3	-7.7%
Social atmosphere	25.4	29.1	3.7%
Location	42.9	43.3	0.4%
Types of programs available	44.4	51.1	6.7%
Availability of scholarship/financial aid	13.5	13.5	0%
*Academic reputation	11.9	27.0	15.1%
*To be with friends	27.8	12.8	-15%
Advice of parents or relatives	12.7	24.1	11.4%
Other (please specify)	18.3	12.8	-5.5%

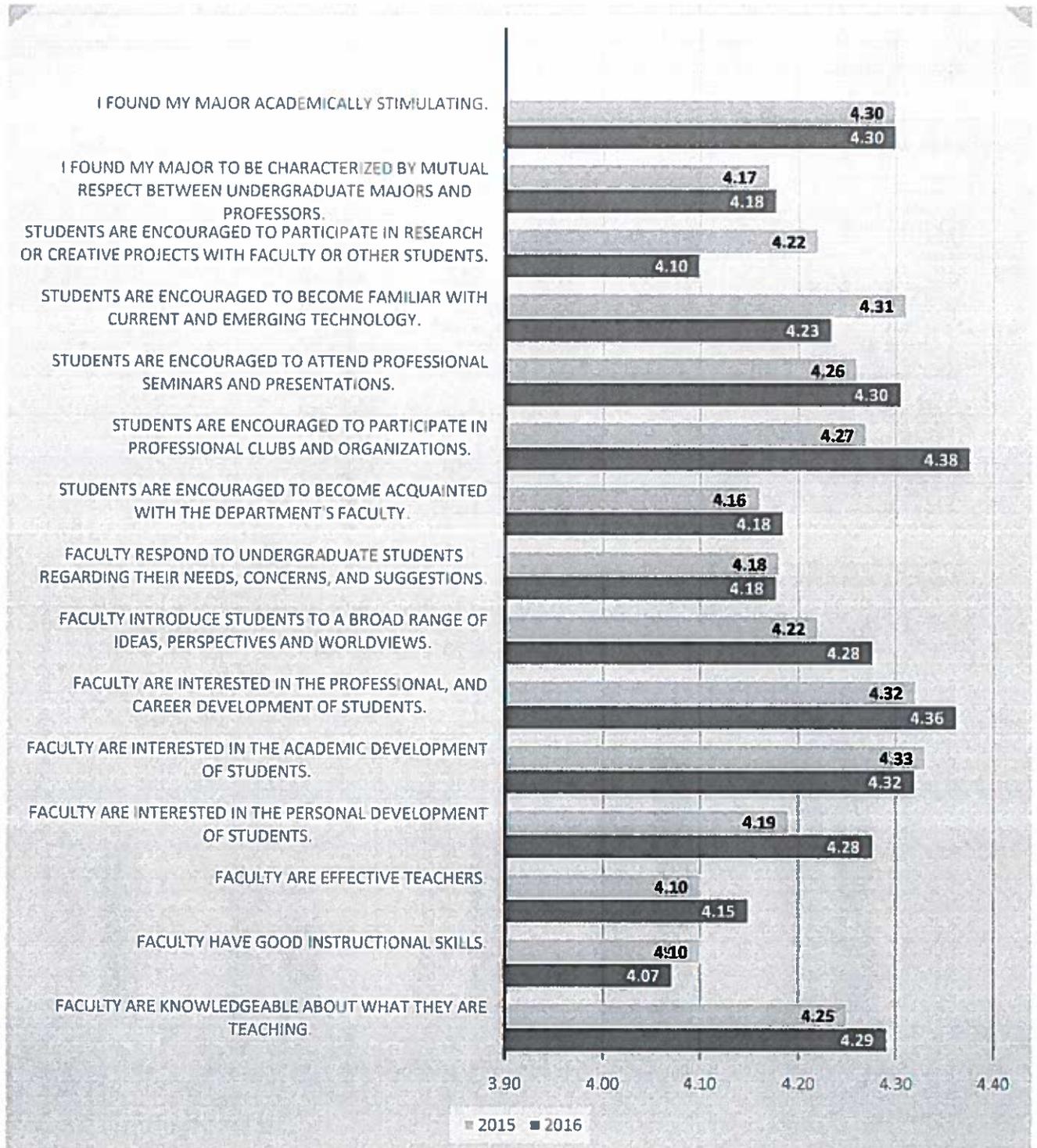
General Experience at SFA

Please tell us about your experience at SFA (Students responded on a Likert-scale with five choices: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree):



Student Experience with Faculty

Students were asked to answer fifteen statements evaluating their experiences with their faculty at SFA. Answer choices were arranged on a Likert-scale with five choices: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

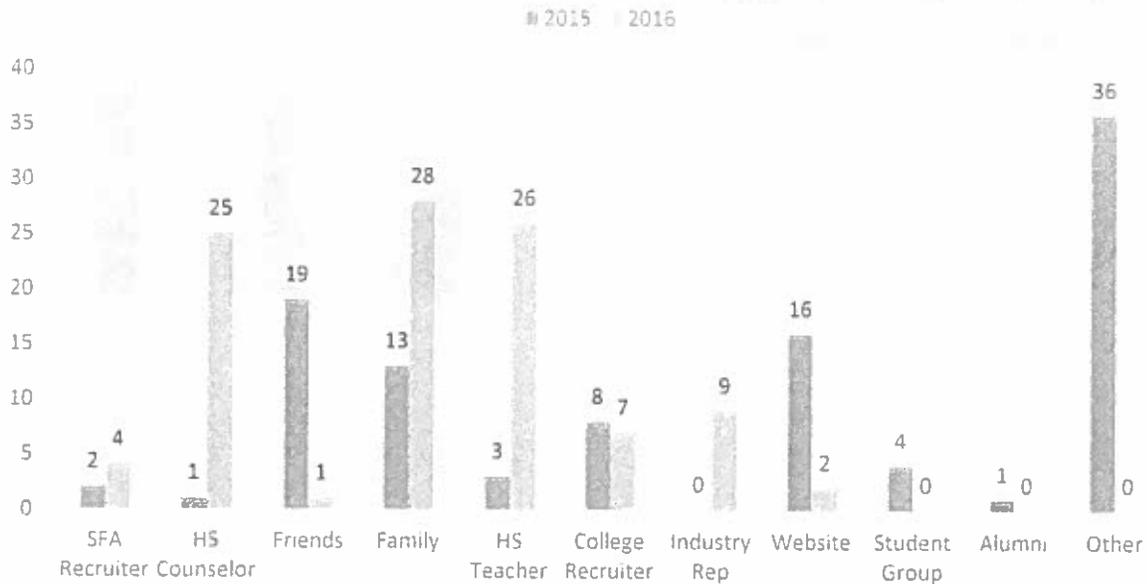


**HMS Respondents on Senior Exit Survey -
HMS specific questions only asked if in HMS**

HMS Question 1: How were you recruited into your major?

Students in the School of Human Sciences were asked to identify how they were recruited into their major. Data was not consistent for the final three variables in AY 2016; these entries are listed at zero.

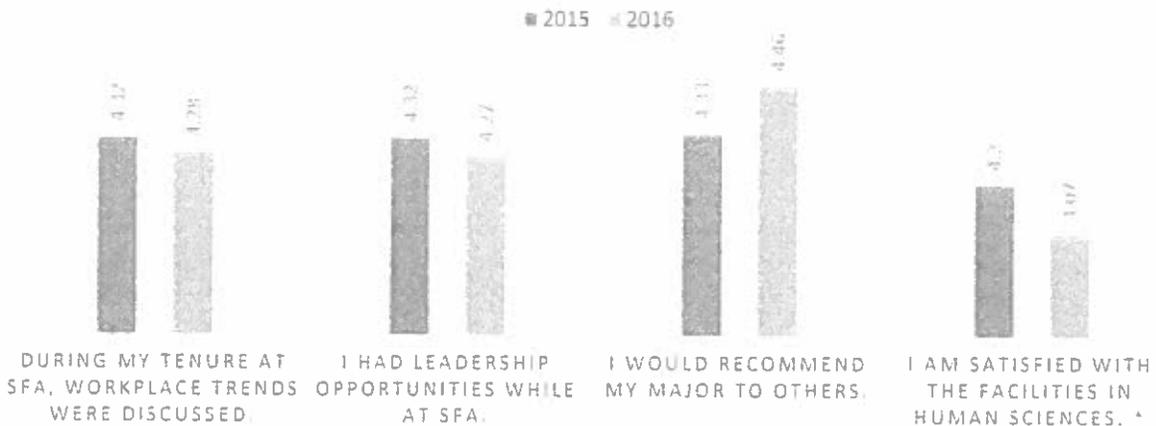
How Were you Recruited to Your Major



HMS Question 2: Tell us what you think about the Human Sciences program.

Students in the School of Human Sciences were asked to answer several questions specifically regarding the program.

HMS STUDENT EXPERIENCES

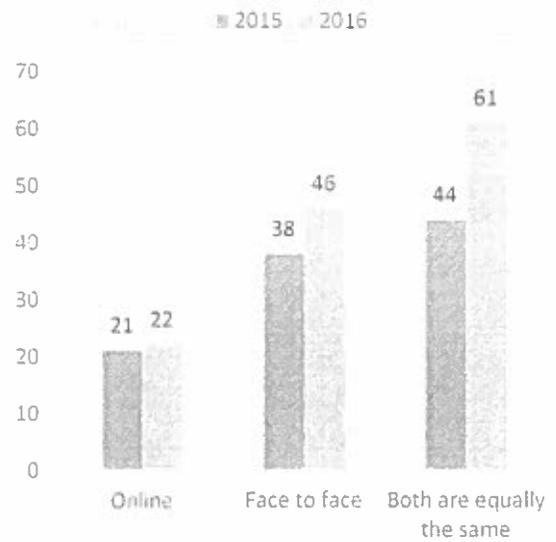


HMS Question 3: What type of instruction do you prefer?

Students were asked to identify what type of instruction modality they preferred.

NOTE: In both administrations, over 60% of students either preferred online instruction or saw it as the equivalent of face-to-face instruction.

Preferred Modality of Instruction



**Academic Program Review
Master of Science – Human Sciences
School of Human Sciences
Stephen F. Austin State University**

An external review of the Master of Science program in Human Sciences was conducted in March, 2017, by Janet Pope, PhD, RD, LDN, Professor of Nutrition and Dietetics and Associate Dean of the College of Applied and Natural Sciences at Louisiana Tech University. Materials reviewed included the self-study prepared by the School of Human Sciences, along with the Stephen F. Austin State University, James I. Perkins College of Education, and School of Human Sciences websites, including the graduate brochures and handbooks. This reviewer had some familiarity with the School of Human Sciences, having served in April, 2016 as a site reviewer for the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS), which accredits undergraduate academic units in human science disciplines.

Program Description

The Master of Science in Human Sciences is an online degree program, with four emphasis or focus areas: (1) Human Development and Family Studies; (2) Interior Design; (3) Healthcare Interior Design; and (4) Family and Consumer Sciences. Students complete a thesis degree plan of 30 hours or a non-thesis plan of 36 hours. Students in both plans complete a common 18 hour core of classes: SOC 551: Sociological Inquiry (3 hours); SOC 550: Social Statistics – Data Analysis (3 hours); HMS 500: Philosophy of Human Sciences (3 hours); HMS 501: Service Management in the Human Sciences (3 hours); HMS 502: Employee Development Issues in Human Sciences; and HMS 540: Consumer Problems (3 hours). Students in the thesis plan complete two additional courses selected with advisor approval, plus HMS 589: Thesis Research and HMS 590: Thesis Writing. Students in the non-thesis plan complete six courses selected with advisor approval in addition to the 18-hour core.

Program Administration

The Master of Science in Human Sciences degree program is housed in the School of Human Sciences, led by Dr. Lynda Martin, Director. The Director is active in professional organizations nationally and has the reputation as an energetic, innovative and competent leader. The Master's program is administered by a team of three faculty members holding the title of co-coordinator of the graduate program. The three faculty members include Dr. Liza Mize, Dr. Mitzi Perritt, and Dr. Chay Runnels. No job description for the co-coordinators was included in the self-study, so it is not possible for this reviewer to fully ascertain how the co-coordinator role fits into their faculty appointments and whether the co-coordinators have sufficient time to do the job. Given that many universities with similar size graduate programs are managed by a single graduate coordinator with unsubstantial release time, it is likely the current arrangement is sufficient to at least maintain status quo.

Student Enrollment and Graduation Rates

Over the past three years, total student enrollment in the Master's program in Human Sciences has averaged 34 students, with approximately two-thirds of the students being enrolled part-time. The majority of students are female ($\approx 94\%$), and White (72.5%). Over the same three year time span, an average of 17 degrees/year were awarded. Time to degree completion averaged just over two years (2.05 years). Appendix E: Graduate Program Enrollments illustrates graduate enrollment trends since 2003. Though the numbers for 2014-2016 are lower than the numbers provided in the narrative (p 6), this is likely due to differences in data capture dates. Regardless, Appendix E shows graduate enrollment peaked in 2010 at 68, dropped to 39 in 2011 and has consistently declined ever since. The cause of declining enrollment is not clear. However, the School recognizes the problem, and according to the self-study (p 17) has recently implemented recruitment and retention activities, such as face-to-face receptions and information sessions, print and online marketing efforts targeting family and consumer sciences teachers in the state of Texas, and graduate program recruitment at regional undergraduate student conferences and faculty professional organization conferences, all of which are aimed at increasing enrollment in the program. Enrollment and graduation data provided in the self-study include aggregate data only; the number of students enrolled and completing each focus area is not provided.

Graduate Faculty Profile

According to the University Faculty Profile data (Appendix A-3 and Appendix G), 11 members of the current faculty have graduate faculty appointments, comprising 50% of the full-time faculty in the academic unit. Section 3 (page 4) of the self-study identifies 14 members of the graduate faculty, with two holding the rank of full professor, five associate professors, five assistant professors, and two clinical instructors. The two clinical instructors do not hold the terminal degree and are in non-tenure track positions. Thirteen of the 14 members of the graduate faculty identified in the self-study are female, and 12/14 are White. Nine of the 14 terminal and/or highest degrees awarded come from schools within the state of Texas; three come from Louisiana universities and two from Oklahoma State University. Included in the self-study were examples of scholarly works of each member of the graduate faculty from 2013-2016. It appears that all are engaged in scholarly activity, although the example citations provided for most of the faculty were for oral and poster presentations versus publications and research grants.

Program Mission

No specific mission statement for the graduate program was identified, although the mission of the School of Human Sciences clearly aligns with the mission and goals of the James I. Perkins College of Education and Stephen F. Austin State University, and reflects the philosophy of the profession. The mission of the School of Human Sciences, "to prepare highly qualified professionals to compete in global markets and apply knowledge to empower individuals and

families from diverse communities” is purposefully broad to encompass the diverse specialization areas within the School.

According to the description of the purpose or focus of the graduate program found on the School web page: “The fundamental focus of the discipline is on humankind and the human condition throughout the life cycle . . . The child and family development emphasis provides an in-depth understanding of the growth, change and development of children and families in a social context. Current information emphasizing a lifespan and family systems approach is taught. This knowledge base is essential for careers related to organizations or agencies that provide services to families and children . . . The family and consumer sciences focus provides experience and knowledge in all the Human Sciences subject areas. This major prepares students for broad-based employment in the field of Human Sciences and for effective individual and family living . . . The interior design focus provides a broad general education that helps prepare for living and working as a design professional. Interior design is an integrated process applicable to both residential and commercial environments. It includes the designing and planning of space for commercial, industrial and residential areas. The in-depth look at the active, creative processes of programming and space planning can refer to residences, corporations, and other specialized public spaces . . . The emphasis in healthcare interior design offers students the opportunity to earn a master's degree that can enhance income and marketability. Students learn design guidelines for multiple healthcare environments and also dialogue with nationally recognized healthcare design experts. Students also have the opportunity to engage in research to support evidence-based design. The healthcare interior design program prepares students for the Center for Health Design's Evidence-based Design Accreditation and Certification (EDAC) exam and the American Association of Healthcare Interior Designers (AAHID) certification exam. Currently, our students have a 100% pass rate on both exams.”

Though some overlap exists, especially between the interior design and healthcare interior design programs, the four focus areas encompassed in the Master of Science in Human Sciences are quite diverse. The current structure of the degree program, as discussed above, includes an 18 hour core of classes that all students complete. Specialization by focus area occurs in interest-specific papers and projects in core classes and in the thesis and additional courses selected with advisor approval (two courses in the thesis plan and six courses in the non-thesis plan). The limited number of discipline-specific courses included in the degree plan certainly makes wise use of faculty resources, but may render the program less attractive to individuals hoping to obtain a Master’s degree that is focused more on their specialization area. Of course, the fact that the program is 100% online may offset this potential disadvantage.

Resources

Based on the information provided, it appears that resources are adequate for the online Master of Science degree program in Human Sciences. However, it must be noted that limited

information was provided, specifically as related to the allocation of total resources in the academic unit for graduate program activities.

Assessment

The School of Human Sciences does an excellent job of collecting and assessing student learning outcomes for the graduate program. Four program learning outcomes have been identified by the graduate faculty. These include the following:

PLO 1 - Knowledge of Literature – The student will demonstrate familiarity with current literature of the discipline (assessed in HMS 502 and through the thesis or comprehensive exam).

PLO 2 – HMS Diverse Content – The student should be able to explain how the various programs in Human Sciences are integrated into a common discipline (assessed in HMS 500 and 502).

PLO 3 – Research – The student will apply current research in their field of study to social situations (assessed in HMS 502).

PLO 4 – Public Policy – The student will analyze legislation and public policy issues facing the field of Human Sciences (assessed in HMS 500).

Data from academic years 2013-2014, 2014-2015, and 2015-2016 were provided. It is apparent that these PLOs are assessed annually, the results are analyzed and evaluated, and when performance is below targeted levels, an improvement plan is implemented.

It is not clear how outcomes beyond the four program learning outcomes are assessed. Additional information that could add to the overall assessment and program evaluation might include employment rates, student satisfaction, and numbers of student presentations and publications of research, among others.

Recommendations

The online Master of Science degree in Human Sciences is a viable degree program, both in terms of student enrollment and number of graduates. Leadership, faculty and other resources appear to be adequate to support the program. That being said, this reviewer recommends the following:

1. Re-evaluate the program focus areas. Since only aggregate data were provided, it is not possible for this reviewer to determine the number of students enrolled and completing each of the four focus areas. However, four focus areas for one degree program may be too many, especially if enrollment is not equally distributed. Each of the focus areas could theoretically be separate programs comprised of more focus-area specific classes. Nationally, many students seeking graduate degrees evaluate programs based on the degree of specialization provided, and the broad nature of this program may be one

reason for declining enrollment. Given the size of the academic unit and the faculty and other resources, the general degree with multiple focus areas may make its offering more feasible. However, it is hard for a single program to “be all things to all people”. The program may be stronger with fewer focus areas. The School is encouraged to evaluate enrollment and graduation numbers in each focus area and to determine how graduates are using their degrees. Further, a complete needs assessment should be conducted to determine whether the current mix of focus areas is best for the students of tomorrow.

2. Develop a mission statement for the graduate program. The current missions of the University, College and School align well. The School should consider developing a mission statement specific to the graduate program. This mission statement should provide the basis for curriculum and instruction, as well as marketing, recruitment and retention, and program evaluation. Further, this mission may provide direction for future faculty hires.
3. Evaluate the feasibility of decreasing the hours in the core to provide greater opportunity for specialization. It is obvious that each of the courses in the current core were selected by the graduate faculty for inclusion in the degree program for a reason. Further, the 18 hour core makes sense when faculty resources are limited and/or when enrollment numbers in one or more focus areas are low. However, 18 hours of general HMS courses is high, especially in the thesis option. It is recognized that faculty teaching the general courses work to tailor assignments to focus areas, and this is one way to introduce specialization. It is the opinion of this reviewer, however, that the core should not exceed half of the hours of the degree program.
3. Identify enrollment and graduate targets. In light of declining enrollment and the need to increase marketing, recruitment and retention, the School of Human Sciences is encouraged to establish enrollment and completion targets. These numbers should be based on faculty and other resources. While the potential exists to increase enrollment, the question becomes how many graduate students can the School effectively handle with existing resources, given that each of the graduate faculty members also has significant responsibilities beyond the graduate program. The School may want to develop two plans, one targeting enrollment and graduate numbers given current resources, and a separate plan with targets contingent upon additional resources.
4. Develop a marketing plan. Expand marketing base. A major advantage of an online degree program is that students can complete the program from anywhere; the target student base is not limited to East Texas. Thus, the potential exists to grow the program. The School should develop a marketing plan that goes beyond existing efforts. Identification of a clear program mission and goals, a focused degree plan, and enrollment targets will guide development of the marketing plan.

5. Ensure co-coordinators have sufficient time. If not already provided, co-coordinators should be provided release time to complete the recommended tasks. Given the online nature of the program, increased enrollment is certainly possible. However, increased enrollment will also add to the workload of the graduate coordinators. Expanded marketing, recruiting and advising students will further increase the workload.
6. Find ways to incorporate student projects/research into faculty research agendas to create win-win situation. Encourage professional submissions. One of the greatest assets of a graduate program is that it provides a mechanism to expand faculty research/scholarly activity production. While still possible with online programs, the day-to-day interaction between faculty members and graduate students in the research setting is lessened. The School of Human Sciences is encouraged to explore avenues for student research projects (thesis and otherwise) that support faculty research agendas. Further, helping students to share their results through professional presentations and publications would also benefit faculty.
7. Expand evaluation to include at least one evaluation goal for each focus area. Stephen F. Austin State University and the School of Human Sciences do a good job of evaluating student or program learning outcomes. At the graduate level, all of the PLOs are based on the core curriculum. To better evaluate each of the focus areas, the School may want to modify the current evaluation to include three overall program learning outcomes and one specific to each focus area.

In sum, it is the opinion of this reviewer that the Master of Science program in Human Sciences at Stephen F. Austin State University is a viable program, and the School of Human Sciences has the resources to offer the program. Implementation of the recommendations listed above should serve to strengthen the program in terms of productivity and quality.

Respectfully submitted
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