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# Master's Program Assessment Project

## Self-Study Report Template

For August 2003 through August 2007

Due:

### Master of Arts in Interdisciplinary Studies

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#### Basic Information

1. Type of program: Interdisciplinary
2. Date program founded or began. 9/1976
3. Describe the founding and development of any related centers.
4. Attach department charter and bylaws.
5. Describe resources supporting the program such as libraries, laboratories, etc.  
The Eugene McDermott Library supports the program
6. Other information the department would like to provide.  
None

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#### Program Philosophy and Mission

1. What is the mission of the master's program?  
The Master of Arts in Interdisciplinary Studies is designed for students who wish to continue their intellectual development within an interdisciplinary framework and for those with specialized training who wish to broaden their education. The program provides students the opportunity to study and investigate topics and problems from the perspectives of more than one discipline and to develop a better understanding of many of the social, cultural, and scientific forces which affect the individual and society.

2. Is it a published official mission statement?      Yes
  3. How is the program mission related to other key UTD statements, such as:
    - a. The university's mission statement
    - b. The Academic Plan
  4. Please attach or submit your college or unit academic plan and/or strategic plan when available.
  5. Is this program regionally or nationally ranked? If so, how and by whom?  
The program has no regional or national ranking.
  6. Other information the department would like to provide.  
None
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### **Benchmarking**

1. Identify three peer programs.  
University of Pittsburgh, Arizona State University, Indiana University
  2. Identify three aspirational peer programs.  
University of Chicago, University of Pennsylvania, Columbia University
  3. Identify any other source from which benchmark or ranking data may be obtained. Please attach this data or provide the website where this information can be accessed.
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### **Program Design**

1. What employment opportunities are students in the program being prepared for?  
Students are prepared for positions related to their concentration.
2. What are the requirements of the program?
  - a. Fill in: hours in major field; hours in minor or cognate field; statistics or research design; etc.  
9 hours – Program Courses  
9 hours – Distribution courses  
12 hours- Concentration Courses  
6 – hours Elective Courses
  - b. How many credits must be taken at UTD?  
Twenty-one credits must be taken at UTD

- c. If there are consortium arrangements with other universities, how is this requirement achieved?

There are no consortium arrangements.

3. How are the requirements of the program designed to ensure fulfillment of the mission?

The student and program direction meet each semester to guide progress.

4. Are key elements of the curriculum made available on a schedule that facilitates timely completion of the program by students? Attach course rotation schedules for the previous three years.

The 9 hours that comprise the program courses are offered each semester.

### Fall 07

|           |     |       |  |                 |   |           |           |                |
|-----------|-----|-------|--|-----------------|---|-----------|-----------|----------------|
| MAIS 5301 | 501 | 12370 | <u>SEMINAR: CLOSE RELATIONSHIPS</u><br><u>CLOSE RELATIONSHIPS</u>                        | <u>Prager K</u> | T | 7:00 p.m. | 9:45 p.m. |                |
| MAIS 5302 | 501 | 12371 | <u>CAPSTONE SEMINAR</u>  | <u>Fair G</u>   |   |           |           |                |
| MAIS 5303 | 001 | 12372 | <u>RESEARCH PROJECT</u>  | <u>Fair G</u>   |   |           |           |                |
| MAIS 5320 | 501 | 14457 | <u>SPEC TOP:INTERDISC. STUDIES</u><br><u>DEVELOPMENTL CHAR OF 9-14 YR</u><br><u>OLDS</u> | <u>Mabe L</u>   | W | 5:30 p.m. | 8:15 p.m. |                |
| MAIS 5330 | 501 | 13991 | <u>HUM REL &amp; MOTIV IN CORP ARENA I</u>   | <u>Reed R</u>   | R | 7:00 p.m. | 9:45 p.m. | <u>GR2.530</u> |
| MAIS 5V04 | 000 | 13974 | <u>INDEPENDENT STUDY</u>   | STAFF           |   |           |           |                |

### Summer 2007

|           |     |       |   |                 |   |           |            |                |
|-----------|-----|-------|---|-----------------|---|-----------|------------|----------------|
| MAIS 5302 | 081 | 11490 | <u>CAPSTONE SEMINAR</u>                   | <u>Fair G</u>   |   |           |            |                |
| MAIS 5303 | 021 | 11491 | <u>RESEARCH PROJECT</u>                   | <u>Fair G</u>   |   |           |            |                |
| MAIS 5311 | 521 | 12555 | <u>BUSINESS &amp; COMPETITIVE INTELLI</u> | <u>Cooper H</u> | M | 6:00 p.m. | 10:00 p.m. | <u>GR2.530</u> |
| MAIS 5316 | 021 | 11494 | <u>MANAGING THE DIGITAL ECONOMY</u>       | <u>Cong D</u>   | S | 9:00 a.m. | 1:00 p.m.  | <u>GR2.530</u> |
| MAIS 5V04 | 021 | 11483 | <u>MANAGING THE DIGITAL ECONOMY</u>       | <u>Cong D</u>   | S | 9:00 a.m. | 1:00 p.m.  | <u>GR2.530</u> |

### Spring 2007

|           |     |       |   |                 |   |           |           |                |
|-----------|-----|-------|---|-----------------|---|-----------|-----------|----------------|
| MAIS 5300 | 501 | 12194 | <u>INTERDISCIPLINARY SEMINAR</u><br><u>LAW AND PSYCHIATRY</u> | <u>Cooper H</u> | M | 7:00 p.m. | 9:45 p.m. | <u>GR2.530</u> |
| MAIS 5302 | 001 | 12196 | <u>CAPSTONE SEMINAR</u>                                       | <u>Fair G</u>   |   |           |           |                |
| MAIS 5303 | 001 | 12197 | <u>RESEARCH PROJECT</u>                                       | <u>Fair G</u>   |   |           |           |                |
| MAIS 5310 | 501 | 14547 | <u>NEGOTIATION &amp; CONFLICT RESOLUT</u>                     | <u>Cooper H</u> | M | 7:00 p.m. | 9:45 p.m. |                |
| MAIS 5331 | 501 | 12198 | <u>HUM REL &amp; MOTV IN CORP ARENA II</u>                    | <u>Reed R</u>   | R | 7:00 p.m. | 9:45 p.m. | <u>GR2.530</u> |
| MAIS 5V04 | 001 | 12177 | <u>INDEPENDENT STUDY</u>                                      | <u>Chizeck</u>  |   |           |           |                |

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**Fall 2006**

|           |     |       |   |                 |   |              |              |                |
|-----------|-----|-------|---|-----------------|---|--------------|--------------|----------------|
| MAIS 5301 | 501 | 12103 | <u>SEMINAR: CLOSE RELATIONSHIPS</u><br><u>CLOSE RELATIONSHIPS</u> | <u>Prager K</u> | T | 7:00<br>p.m. | 9:45<br>p.m. | <u>GR2.302</u> |
| MAIS 5302 | 501 | 12104 | <u>CAPSTONE SEMINAR</u>   | <u>Fair G</u>   |   |              |              |                |
| MAIS 5303 | 001 | 12105 | <u>RESEARCH PROJECT</u>   | <u>Fair G</u>   |   |              |              |                |
| MAIS 5320 | 501 | 14120 | <u>SPEC TOP:INTERDISC. STUDIES</u>                                | <u>Cooper H</u> | M | 7:00<br>p.m. | 9:45<br>p.m. | <u>GR2.530</u> |
| MAIS 5330 | 502 | 12106 | <u>HUM REL &amp; MOTIV IN CORP</u><br><u>ARENA I</u>              | <u>Reed R</u>   | R | 7:00<br>p.m. | 9:45<br>p.m. | <u>JO4.614</u> |
| MAIS 5V04 | 014 | 14890 | <u>INDEPENDENT STUDY</u>  | <u>Choate M</u> |   |              |              |                |

**Summer 2006**

|           |     |       |  |                 |   |              |               |                |
|-----------|-----|-------|--|-----------------|---|--------------|---------------|----------------|
| MAIS 5302 | 081 | 11128 | <u>CAPSTONE SEMINAR</u>                                | <u>Fair G</u>   |   |              |               |                |
| MAIS 5303 | 021 | 11129 | <u>RESEARCH PROJECT</u>                                | <u>Fair G</u>   |   |              |               |                |
| MAIS 5310 | 521 | 11130 | <u>NEGOTIATION &amp; CONFLICT</u><br><u>RESOLUTION</u> | <u>Cooper H</u> | M | 6:00<br>p.m. | 10:00<br>p.m. | <u>GR4.204</u> |
| MAIS 5313 | 021 | 12139 | <u>DOING BUSINESS IN GREATER</u><br><u>CHINA</u>       | <u>Cong D</u>   | S | 9:00<br>a.m. | 1:00 p.m.     | <u>GR4.204</u> |
| MAIS 5V04 | 021 | 1118  | <u>INTERNSHIP</u>                                      | <u>CHIZECK</u>  |   |              |               |                |

**Spring 2006**

|           |     |       |   |                  |   |              |              |                |
|-----------|-----|-------|---|------------------|---|--------------|--------------|----------------|
| MAIS 5300 | 501 | 11153 | <u>INTERDISCIPLINARY SEMINAR</u><br><u>LAW AND PSYCHIATRY</u> | <u>Cooper H</u>  | M | 7:00<br>p.m. | 9:45<br>p.m. | <u>GR2.530</u> |
| MAIS 5302 | 001 | 11156 | <u>CAPSTONE SEMINAR</u>                                       | <u>Fair G</u>    |   |              |              |                |
| MAIS 5303 | 001 | 11158 | <u>RESEARCH PROJECT</u>                                       | <u>Fair G</u>    |   |              |              |                |
| MAIS 5331 | 501 | 11160 | <u>HUM REL &amp; MOTIV IN CORP ARENA</u><br><u>II</u>         | <u>Reed R</u>    | R | 7:00<br>p.m. | 9:45<br>p.m. | <u>GR2.530</u> |
| MAIS 5V04 | 001 | 12177 | <u>INDEPENDENT STUDY</u><br><u>INTERNSHIP</u>                 | <u>Chizeck S</u> |   |              |              |                |

**Fall 2005**

|           |     |       |   |                 |   |              |              |                 |
|-----------|-----|-------|---|-----------------|---|--------------|--------------|-----------------|
| MAIS 5301 | 501 | 11714 | <u>SEMINAR: CLOSE</u><br><u>RELATIONSHIPS</u><br><u>CLOSE RELATIONSHIPS</u> | <u>Prager K</u> | T | 7:00<br>p.m. | 9:45<br>p.m. | <u>CBW1.105</u> |
| MAIS 5302 | 501 | 11715 | <u>CAPSTONE SEMINAR</u>   | <u>Fair G</u>   |   |              |              |                 |
| MAIS 5303 | 001 | 11716 | <u>RESEARCH PROJECT</u>   | <u>Fair G</u>   |   |              |              |                 |
| MAIS 5330 | 502 | 11717 | <u>HUM REL &amp; MOTIV IN CORP</u><br><u>ARENA I</u>                        | <u>Reed R</u>   | R | 7:00<br>p.m. | 9:45<br>p.m. | <u>GR3.420</u>  |
| MAIS 5V04 | 001 | 11710 | <u>INDEPENDENT STUDY</u><br><u>INTERNSHIP</u>                               | <u>Chizeck</u>  |   |              |              |                 |
| MAIS 5V04 | 014 | 14890 | <u>INDEPENDENT STUDY</u>  | <u>Choate</u>   |   |              |              |                 |

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**Summer 2005**

|                     |  |                   |   |           |            |                |
|---------------------|--|-------------------|---|-----------|------------|----------------|
| MAIS 5302 081 11253 | <u>CAPSTONE SEMINAR</u>                      | <u>Fair G</u>     |   |           |            |                |
| MAIS 5303 021 10864 | <u>RESEARCH PROJECT</u>                      | <u>Fair G</u>     |   |           |            |                |
| MAIS 5310 521 10865 | <u>NEGOTIATION &amp; CONFLICT RESOLUTION</u> | <u>Cooper H</u>   | M | 6:00 p.m. | 10:00 p.m. | <u>GR2.510</u> |
|                     | <u>INDEPENDENT STUDY</u>                     |                   |   |           |            |                |
| MAIS 5V04 001 11547 | <u>INTERNSHIP</u>                            | <u>Chizeck</u>    |   |           |            |                |
|                     | <u>MANAGING THE DIGITAL ECONOMY</u>          | <u>Cong D</u>     | S | 9:00 a.m. | 1:00 p.m.  | <u>GR2.822</u> |
| MAIS 5320 0D1 10866 | <u>CONTEMPORARY ISSUES IN EDUCATION</u>      | <u>Johnson, S</u> |   |           |            |                |
| MAIS 5320 0D2 10867 | <u>THE PRINCIPAL SHIP</u>                    | <u>Hughey</u>     |   |           |            |                |

**Spring 2005**

|                     |   |                  |   |           |           |                |
|---------------------|---|------------------|---|-----------|-----------|----------------|
| MAIS 5300 501 11153 | <u>INTERDISCIPLINARY SEMINAR LAW AND PSYCHIATRY</u> | <u>Cooper H</u>  | M | 7:00 p.m. | 9:45 p.m. | <u>GR2.530</u> |
| MAIS 5302 001 15073 | <u>CAPSTONE SEMINAR</u>                             | <u>Fair G</u>    |   |           |           |                |
| MAIS 5303 001 12386 | <u>RESEARCH PROJECT</u>                             | <u>Fair G</u>    |   |           |           |                |
| MAIS 5331 501 14837 | <u>HUM REL &amp; MOTV IN CORP ARENA II</u>          | <u>Reed R</u>    | R | 7:00 p.m. | 9:45 p.m. | <u>GR .318</u> |
| MAIS 5V04 001 14775 | <u>INDEPENDENT STUDY INTERNSHIP</u>                 | <u>Chizeck S</u> |   |           |           |                |

5. a. If UTD offers a similar program at the undergraduate level, how is the post-baccalaureate program progressively more advanced in content?  
A similar program is not offered at the undergraduate level.
  - b. If there are courses of similar name or similar substantive content, how are the graduate courses progressively more advanced than those offered at the undergraduate level?  
There are no similar courses.
  - c. Are there any situations in which undergraduates and graduates are co-enrolled in their respective courses at the same time with the same instructor?  
No situations exist.
- If so, how is the learning experience more advanced for the graduate students?
6. Describe how the program and curriculum are reviewed and updated to maintain currency in the field.

Lecturers who are practicing professionals and senior professors continue to keep the curriculum current.

7. Do program requirements include courses in which students gain knowledge of literature of the discipline? If so, which courses?  
Each student enrolls in at least four courses in the appropriate concentration.
8. Does program require students to be engaged in research, professional practicum's, or similar training experiences? If so, what are they and how is this requirement structured?  
There is no such requirement.
9. Other information department would like to provide.

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### **Program Faculty**

1. List all faculty who are providing instruction for the program by name, rank, tenure or tenure-track status, gender, years at UTD, year doctoral program was completed, institution granting the degree. Provide an updated CV for each person.

Name: George W. Fair  
Rank: Professor  
Tenure-track status: Tenured  
Gender: Male  
Years at UTD: 31  
Year Doctoral program completed: 1974  
Institution: University of Pittsburgh

Name: H.H.A. Cooper  
Rank: Lecturer  
Tenure-track status: Non tenure track status  
Gender: Male  
Years at UD: 23  
Year Doctoral program completed: No doctoral degree  
Institution: University of London, LL.B. 1961  
University of Liverpool M.A. 1964  
New York University LL.M. 1972

Name: Karen Prager  
Rank: Professor  
Tenure-track status: Tenured  
Gender: Female

Years at UTD: 28  
Year Doctoral program completed: Counseling Psychology 1977  
Institution: The University of Texas at Austin

Name: Raymond Reed  
Rank: Lecturer  
Tenure-track status: Non tenure track status  
Gender: Male  
Years at UTD: 10  
Year Doctoral program completed: 1978  
Institution: BA Wiley College  
MA Prairie View A&M University  
Ph.D. Nova Southeastern University

2. Provide the following data regarding the instructional activities of core faculty:
  - a. Number of dissertations (Doctoral) chaired. **0**
  - b. Number of Thesis (Master's) chaired. **N/A**
  - c. Number of dissertation committee memberships. **0**
  - d.** Number of organized classes taught **0**
  - e. Expected average number of organized classes taught my core faculty per academic year. **2**
  - f. Other courses (internship supervision, clinical supervision, studio, research, dissertation, Thesis, etc.) **4**
3. Provide the following data comparing your program's faculty to three of the program's benchmark institutions and three of the aspirational peer groups.  
Not applicable. This is not a full time or doctorate program.
4. List special honors that have been received by the program faculty during the last 3 years.  
Not applicable.
5. Other information the department would like to provide.

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### Students

1. From which universities do the new admits come?  
New admits come from UTD and other local universities.
2. Describe the admission standards and the process of selecting applicants for admission to the program used during the previous three years. Programs with approved holistic processes should also include this current selection procedure.

Students must have a 3.0 undergraduate average, three letters of recommendation, and write a narrative on career goals.

3. Provide data for the last 3 years on:

|                      | <b>2004</b> | <b>2005</b> | <b>2006</b> |
|----------------------|-------------|-------------|-------------|
| <b>i. Applicants</b> | 21          | 20          | 22          |
| <b>ii. Admitted</b>  | 18 (86%)    | 17 (83%)    | 20 (91%)    |
| <b>iii. Enrolled</b> | 15 (83%)    | 16 (94%)    | 18 (90%)    |
| <b>iv. Completed</b> | 16          | 14          | 17          |

4. Provide the number and percent of full-time and part-time doctoral students by gender and ethnicity (cross-tabs) for the last three years.

Not applicable. This is not a doctoral program.

5. Provide the number and percent of full-time and part-time master's students with fellowships, scholarships, research assistantships, or teaching assistantships/teaching fellowships.

All students pay tuition. There are no scholarships/fellowships

6. Describe the types of financial support and dollar amounts provided to master's students in the program.

There is no financial support

7. How many students receive tuition support? Where does this support come from?

Not applicable

8. Provide the number of master's student scholarly activities (peer-reviewed publications, presentations, exhibitions, or performances at national or international platforms or highly recognized state or regional venues).

None

9. Describe major accomplishments, honors, etc. among the program's master's graduates.

None

10. Provide the following data comparing your program's master's students to three of the program's benchmark institutions and three of the program's inspirational peers.

Not applicable. The program has no full time students.

11. Other information or data that the department would like to provide.

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**Outcomes**

1. What are the key learning outcomes that have been identified for the program?

The key outcomes are:

- a. The student will articulate critical contemporary questions using interdisciplinary techniques.
- b. The student will align their program of study to their specific career goals and show evidence of personal growth.
- c. The student will demonstrate fundamental knowledge, a firm understanding of the methodologies and interdisciplinary depth in a concentration area.
- d. The student will apply analytical, methodological, and disciplinary approaches to study interdisciplinary problems using multiple perspectives with rigor.
- e. The student will formulate and report on an interdisciplinary project that utilized and integrated approach to the topic and synthesis of knowledge from more than one discipline.

2. What methods are used to determine whether students have achieved the key learning outcomes of the program?

Measurement of the key learning outcomes takes place by the use of:

- a. Class presentations that are scored using benchmark criteria.
- b. Class papers that are scored using benchmark criteria.
- c. A survey that is completed at the end of the MAIS seminar
- d. A rating of course alignment to career goals.
- e. An evaluation of the degree program in reference to career goals.
- f. A rating of knowledge and information in the concentration area.
- g. A rating of interdisciplinary issues in their concentration area
- h. An evaluation of the acquisition of analytical, methodological and disciplinary research questions in the concentration area.
- i. An evaluation of research reviews and reflection
- j. An evaluation of a final interdisciplinary project using interdisciplinary research criteria.

3. How many graduates are employed in a position in their field within one year of completing their master's degree programs? Where have the graduates been employed?

Ninety-five percent of the students are employed when they enter the program. Statistics on promotions within the place of employment are not available.

4. Summarize improvements to the program that were based on assessment results for the 3 years.

Improvements within the last three years are:

Each beginning student enrolls in one of three seminars taught by one of the MAIS faculty. Two years ago, an option was added so that one of the seminars could be extended to two semesters. MAIS 5330 can now be

extended and taken for two semesters. The second course is MAIS 5331. The title of these courses are Human Relations and Motives in the Corporate Arena I and Human Relations and Motives in the Corporate Arena II. This option was added as a result of student requests.

A second improvement has been the development of a career/course alignment survey that is used at the end of the MAIS seminar. This enables the student and the advisor to plan subsequent courses that will be the most beneficial to the students.

5. What is the placement record for students who have graduated in the last three years?  
The program is not a terminal degree program and placement statistics are not applicable.
6. In what ways is this program distinctive from similar programs at other universities in Texas, and elsewhere?  
The flexibility of the program makes it distinctive from other masters degree programs at UTD and programs at other universities. The majority of the program is individually designed by the student, in consultation with the advisor, to meet particular career interests and professional needs.
7. Other outcome information the department would like to provide.  
The program graduates 15-20 students per year who recommend the program to other students. The program size is maintained by individual referrals from program graduates. An alumni group of program graduates consults with the program director annually.

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## **Budget**

1. What is the approximate proportion of the total departmental budget that is dedicated to master's program support? Describe the areas of support.  
  
Approximately 5% of the total budget is dedicated to master's program support.
2. Describe budgetary challenges that the department has dealt with to support the master's program.

The primary budgetary challenge is funds needed for faculty support. Funds have not been made available for additional part time or full time faculty members.

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### **Departmental Conclusions and Recommendations**

1. Describe the area(s) of the master's program that you (the department) consider excellent.

The MAIS program provides for the study of critical issues and enhances the career development of its students in our contemporary society. This is an excellent opportunity for students who seek to broaden their education. Our underlying presumption is that graduate students are capable of guiding and actively participating in directing their graduate studies using the resources of the university. This approach is very successful. This approach and the size of the program, which enables individual guidance by the program director is very successful. After graduation, students often comment that the opportunity to guide their own graduate curriculum was the most beneficial aspect of their graduate program. In a word, the success of the program is defined by its flexibility.

2. Describe the area(s) of the master's program that you (the department) consider areas of limitation or challenge.

The MAIS program has no major challenges. Points of suggested program improvement are in the assessment area. The development of more reliable rating scales for the Individual Growth Survey, Concentration Survey, and the Course Alignment Survey are needed. These surveys will evolve as more students have an opportunity to use them and suggest improvements. Another area of improvement is the system used to maintain contact with program graduates and their assessment of the programs value and needed improvements. A process of annual contact is needed.

The students have also indicated that more examples of interdisciplinary projects that are rated as excellent are needed. Efforts will be made to develop an archive of these projects that can be shared with students. A continuing challenge is to increase program enrollment. This is difficult because of the small number of faculty who are active with the MAIS program. The faculty of the program included two full-time faculty who devote 25% of their time to the program and two part-time lecturers. If

the program is to increase in enrollment more faculty resources are needed.

3. If you (the department) were provided with additional funding each year for master's education that consisted of an amount equal to 5% of your total departmental budget, what would your (i.e. the department's) priorities be for spending the increase?

The priority for spending would be to establish a Master of Science in Business Writing and a Master of Science in Science Writing programs in the UT Dallas School of General Studies.

- a) Most of the resources that would be required for these programs are already in place, with the fully developed specialty curricula offered in business/management and science at UT Dallas. Additionally, full cooperation should be sought with those involved in developing UT Dallas' Emerging Media and Communications (EMAC) Program. Cooperation between the schools of General Studies and Arts and Humanities in this regard would result in synergistic benefit to both the advanced journalism program and the EMAC program. For little or no additional cost, EMAC coursework and resources can provide support for the creation of a digital newsroom. This virtual newsroom can serve as a leading-edge delivery system that allows students in the special journalism programs to distribute the news they are learning to produce in the classroom. Assisting with the creation of the digital newsroom and maintaining the facility after it is operational will benefit EMAC students by affording them practice for the technological and production skills they are learning as well as an opportunity to provide a valuable service to a related program at UT Dallas.
- b) Also needed to launch the special journalism graduate programs in the School of General Studies are faculty to teach the five related courses in the journalism sequence. These faculty members will also supervise the final three-hour writing project.
- c) It would be desirable to develop one or two classrooms fully equipped with up to 18 computer workstations that are connected to the Internet along with a projection screen and an instructor's workstation, also connected to the Internet, and to a ceiling-mounted LCD projector. A classroom equipped in this way provides an ideal teaching/learning environment for the types of journalism classes proposed for this program.

4. List and explain the department's recommendation for improvement of its master's program.

The individual interviews with the students in regard to career development and the assessment of the completed interdisciplinary

projects demonstrated that the students do address a set of interdisciplinary issues and advance their individual career development at more than satisfactory levels. Our mission to equip students with the tools necessary to approach interdisciplinary issues in a thorough and rigorous manner appears to be successful. As serious interdisciplinary study is impossible without a firm understanding of the disciplines under consideration, each student appears to have grasped the major approaches evident in their concentration area. Improvement is needed in techniques to aid in the early alignment of career goals with the courses in which the student is enrolled.

5. Other conclusions and/or recommendations that the department would like to provide.

The outcomes/objectives that will require continued attention are the objectives related to depth and rigor in the concentration area. Because each student identifies a different concentration the assessment of depth and rigor in that area may be underdeveloped. As more students select concentrations that are repeated these assessments will become more reliable. Faculty from the areas of management, social science, behavioral science and education will also be recruited to assist in these assessments.