



# TEXAS TECH UNIVERSITY

From here it's possible

SACSCOC

Dallas, TX

December 9, 2012

## CORE CURRICULUM

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### Texas Tech University Institutional Profile

32,467 students (fall 2012)

26,481 undergraduates

1072 ranked faculty (2010)

4941 Baccalaureate degrees (AY 2011-12)

10 colleges (plus Graduate School and School of Law)

### Texas Tech Core

282 courses in the core (down from 750+ in 2008)

3-SCH Multicultural requirement

6-SCH writing intensive requirement embedded in the major.

IDOs:

Mathematics & Logic (3-SCH)

Oral Communication (3-SCH)

### Current Core and Related Requirements

Assessment of Core Competencies. Competencies are based on faculty-developed course- and college-level outcomes. Assessment at college level utilizes a locally developed assessment of senior students (On-Line Senior Assessment) as well as nationally-normed instruments (CLA, CAAP, etc.)

Procedures. Committees of qualified faculty were appointed for each core area and tasked to develop course-level learning outcomes and college-level competency statements. SLOs were established for course-level assessment in each component area of the core and college-level competencies were used to identify expectations for undergraduate students exiting the university. The On-Line Senior Assessment was developed locally to evaluate the extent to which graduates achieved the competencies in all areas except for communication, which is assessed at the course level and also through nationally normed instruments.

### Reforming the Texas Tech University Core Curriculum

#### Core Curriculum Reform Process

The TTU core curriculum was created in 1990, following 5 years of work by a faculty committee. By 2008 the core had ballooned to nearly 800 courses. At this point the General Education Committee began a review that reduced the core to about 1/3 this number. At the same time, course-level SLOs and college-level competencies were established for the core.

#### Creating a "New Core" at Texas Tech

A call for course proposals was sent out in December 2011. Evaluation of proposals is a 2-phase process that involves a course application that focuses on assessment strategies for TTU SLOs as well as the relevant component area objectives. Phase 2 requires submittal of a course syllabus that also addresses how SLOs and CAOs are to be addressed and assessed. Faculty committees evaluate course proposals and syllabi as acceptable, needing revision, or unacceptable. There is an appeal process for unacceptable courses. The new core will consist of about 180 courses.

#### Assessment

Course-level assessment is addressed in the proposals, but we are still working on how to measure some of the new Coordinating Board FCAOs. We are looking at strategies that might address more than one FCAO, such as simulations and role-playing, team projects with written and oral reporting, and other forms of active learning. We are also debating whether to retain the On-Line Senior Assessment in modified form or not. The current version is heavily weighted toward content rather than skills and we will need to change the focus if we retain the assessment. We will continue to use normed assessments such as CLA and CAAP. We have used the Defining Issues Test for personal and social responsibility and are searching for an assessment instrument that would be appropriate to measure multicultural knowledge and skill. Teamwork may require some sort of portfolio approach through which students analyze (as opposed to evaluate) the team process in their core curriculum courses.



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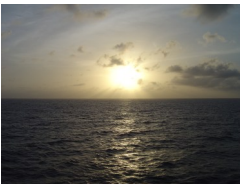
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