TEXARKANA COLLEGE PROPOSAL TO THE TEXAS HIGHER EDUCATION COORDINATING BOARD FOR THE CORE CURRICULUM REVISIONS TO BE IMPLEMENTED IN FALL 2014

Component I

Texarkana College Core Course Selection Process

A. Describe the institution's process for ensuring that each course aligns with the Foundational Component Area description and included the required Core Objectives.

The Texarkana College course selection process was managed by the Core Curriculum Committee composed of the division chairs and one full-time faculty member from each of the five divisions which include both academic and workforce areas: Business and Social Science, Health Occupations, Humanities and Performing/Visual Arts, Math and Sciences, and Workforce Education. The Vice President of Instruction, Dean of Academics, Dean of Workforce and Continuing Education, and Director of Institutional Research and Effectiveness served on the committee as well.

After reviewing the Core Objective definitions found in the Chapter 4 Rules from the Texas Higher Education Board, the Core Curriculum Committee decided that all courses which were to be included in the core curriculum must be submitted for inclusion in the 'new' core via a new Core Curriculum Application Form developed by the Core Curriculum Committee.

The application form is composed of four parts.

Part I: Basic Course Information
Part II: A list of the THECB Course Objectives
Part III: A list of the Foundational Component Areas into which the course falls
Part IV: A list of the Student Learning Objectives for the course

In addition, a sample copy of the course syllabus and evaluation methods for the determination of successful completion of the Student Learning Objectives as well as the Core Objectives matched to the specific course were to be included in the submission. Guidelines for core curriculum courses were posted on a website along with the course application form and other relevant information.

Completed submission packets were reviewed by division chairs and program coordinators in each area. Documents were also submitted to the Director of Institutional

Research and Effectiveness for the review of the alignment of student learning outcomes and for appropriateness of assessment methods.

The final list of fifty-eight (57) courses approved by the Core curriculum Committee was submitted to the Academic Council (composed of Division Chairs, Assistant Division Chairs, Director of Enrollment Management, Registrar, Director of Admissions, Advising, and Financial Aid Director), which approved the courses on March 23, 2013; the Texarkana College Faculty Association; and finally, the Texarkana College Board of Trustees (Meeting on October 22, 2013).

Documentation:

- Course Proposal Submission and Review Process
- Sample Core Curriculum Component Application
- Course Core Curriculum Applications
- Templates of Student Learning Outcomes Alignment Forms for each Core Component Area

Component II

Core Objective Assessment Plan

The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.

A. Describe the institution's process to determine the appropriate level of attainment of each Core Objective.

During the 2011-2012 academic year, Texarkana College's general Curriculum Committee decided that to best accommodate the Coordinating Board's directions on revamping the Core Curriculum, it would be best to form a Core Curriculum Committee to work solely on the project. It became the responsibility of the Core Curriculum Committee to (1) establish the process for which the course submissions would be approved or rejected, (2) develop and/or approve assessment of student attainment of the Core Curriculum student learning objectives, and (3) approve levels of student performance that represent "mastery" of the core student learning objectives.

During the past five years, Texarkana College has been in the process of rewriting course level student learning objectives in order to comply with the Southern Association of College and Schools – Commission on Colleges guidelines. Faculty in each program of

study met and rewrote student learning outcomes and developed assessment methods for each course in their discipline. The student learning outcomes included all outcomes listed in the Academic Course Guide Manual (ACGM).

AAC&U Value Rubrics, which define expectations for college level learning, guided the development of specific learning outcomes for each competency and were used to assess student learning where appropriate. In spring 2013, the Core Curriculum Committee received feedback from the division chairs that almost all of the THECB Core Objectives were already being assessed in each core course through methods developed earlier. The most valuable data for assessing the Core Curriculum will come from an evaluation of student attainment at the core course level.

B. Describe the institutions plan for assessment of each Core Objective. Include the following components of the institution's assessment plan:

- **Assessment Methods – explain the methodology (institutional portfolios, embedded assessment, etc.), describe the measures (must include at least one direct measure), outline the frequency and timeline for assessment.**

THECB Core Objectives will be assessed at the core course level. Assessment will occur in a variety of contexts across core disciplines. Methods submitted by faculty include:

- Embedded exam questions, problems, and essays
- Written assignments, reflection pieces, and case studies
- Course projects, portfolios, and presentations
- Research and laboratory experiences
- Creative pieces and performances in the Arts
- End of course exams that cover course student learning objectives

The above methods facilitate direct assessment of student attainment of THECB Core Objectives.

Beginning in fall 2014, all required Core Objectives will be taught and assessed by all faculty members in all courses in the approved Core Curriculum. Each division will gather data on core achievement and report it in the program reviews due at the end of each academic year. The Office of Research and Institutional Effectiveness will correlate the data for the college as a whole. Campus-wide and division level meetings will be held to discuss results and formulate strategies for areas that are deemed to be below par.

AAC&U Value Rubrics provide the foundation for faculty-generated rubrics that will be used to assess student performance in each core course. To maintain consistency, courses

with multiple sections will use the same methods for assessment. Data will be collected each semester in all core courses for each Core Objective associated with the particular course. Each program coordinator is responsible for data collection, analysis, and reporting of results.

Data collected relative to program outcomes and general education competencies is analyzed annually within the discipline. Analysis of data collected for assessing student attainment of THECB Core Objectives will be an extension of the assessment process already in place at Texarkana College.

- **Criteria/Targets – explain the criteria and targets for the level of attainment of each Core Objective, include references to externally informed benchmarks.**

The AAC&U Value Rubrics provided guidance for determining the criteria distinguishing levels of attainment for each Core Objective. The Core Curriculum Committee modified the AAC&U rubrics from a 4 point scoring system to one that includes 5 points. Faculty wanted to include a score on each rubric that stated the student did not meet any of the expectations of the objective. Using the 5 point scale, a score equal to or greater than 3 was established by the Core Curriculum Committee to represent satisfactory attainment for each Core Objective. For each Core Objective, a success rate of 70% was set as the initial target (70% of students will score a 3 or higher).

- **Analysis – explain how the results of the assessment will be evaluated.**

The initial analysis of data, reporting of results, and identification of ways in which to improve student learning occur at the program level. Each program coordinator will collect statistical data on each core course in their program and report that data to the division chair in the form of a program review following the close of each academic year. Faculty in each program area meet at the beginning of each long semester to discuss data gathered at the end of the previous semester. Using this data, faculty will determine if any changes need to be made in the evaluation. Statistical data will be forwarded to the Director of Institutional Research and Effectiveness to be compiled into a campus-wide statistical analysis.

- **Actions and Follow-up – explain the process for improving student learning based on the assessment results.**

Each year the Core Curriculum Committee will compile a summary of assessment results and recommendations for the THECB Core Objectives for that academic year. The Core Curriculum Committee report will include the following information for each Core Objective:

- Summary of current results with relevant data tables
- Comparison of current results with previously collected data, including actions taken at the program level relative to student performance.
- Summary of improvements and successes
- Summary of problem areas and issues
- General recommendations for improving student learning

This report is submitted to the Vice President of Instruction for review and action. The VP of Instruction assumes responsibility for recommendations necessitating action at the college level and disseminates relevant information to the Dean of Academics who in turn passes it to the division chairs who oversee any recommendations requiring action within their respective divisions. Ultimately, targeted recommendations necessitating action will occur at the program level.

Documentation:

- Student Learning Outcomes Completed Alignment Forms for each Core course
- Critical Thinking Rubric
- Communication Skills Rubric
- Empirical and Quantitative Skills Rubric
- Teamwork Rubric
- Social Responsibility Rubric
- Personal Responsibility Rubric

Component III

Proposed Courses

A. Provide the course prefix, number, title, semester credit hours, component area, and Texas Common Course Number (TCCNS) equivalent (www.tccns.org), as applicable.

All Texarkana College courses follow the guidelines of the Academic Course Guide Manual (ACGM) in which all pre-approved courses are numbered to correspond to course designations of the Texas Common Course Numbering System (TCCNS).

Communication Foundational Component Area (6 SCH)

Mandatory course:

- ENGL 1301 Composition I (3 SCH)

One course from the following:

- ENGL 1302 Composition II (3 SCH)
- ENGL 2311 Technical & Business Writing (3 SCH)

Mathematics Foundational Component Area (3 SCH)

One course from the following:

- MATH 1314 College Algebra (3 SCH)
- MATH 1316 Plane Trigonometry (3 SCH)
- MATH 1324 Finite Math (3 SCH)
- MATH 1332 Math for Liberal Arts (3 SCH)
- MATH 1350 Fundamentals of Math I (3 SCH)
- MATH 1442 Elementary Statistical Methods (4 SCH)
- MATH 2412 Pre-Calculus (4 SCH)
- MATH 2413 Calculus I (4 SCH)

Life & Physical Sciences Foundational Component Area (6 SCH)

Two courses from the following:

- BIOL 1322 Nutrition & Diet Therapy (3 SCH)
- BIOL 1306 Biology for Science Majors I (3 SCH)
- BIOL 1307 Biology for Science Majors II (3 SCH)
- BIOL 1308 Biology for non-Science Majors I (3 SCH)
- BIOL 1309 Biology for non-Science Majors II (3 SCH)
- BIOL 1311 General Biology (3 SCH)
- BIOL 1313 General Zoology (3 SCH)
- BIOL 2301 Anatomy & Physiology I (3 SCH)
- BIOL 2302 Anatomy & Physiology II (3 SCH)
- BIOL 2320 Microbiology for non-Science Majors (3 SCH)
- BIOL 2321 Microbiology for Science Majors (3 SCH)
- CHEM 1305 Introductory Chemistry I (3 SCH)
- CHEM 1311 General Chemistry I (3 SCH)
- CHEM 1312 General Chemistry II (3 SCH)
- GEOL 1303 Physical Geology (3 SCH)
- PHYS 1301 College Physics I (3 SCH)
- PHYS 1303 Stars & Galaxies (3 SCH)
- PHYS 1304 Solar System (3 SCH)
- PHYS 1315 Physical Science I (3 SCH)
- PHYS 2325 University Physics I (3 SCH)

Language, Philosophy, & Culture Foundational Component Area (3 SCH)

One course from the following:

- ENGL 2327 American Literature I (3 SCH)
- ENGL 2328 American Literature II (3 SCH)
- ENGL 2332 World Literature I (3 SCH)
- ENGL 2333 World Literature II (3 SCH)
- ENGL 2341 Forms of Literature (3 SCH)
- HIST 2321 World Civilizations I (3 SCH)
- HIST 2322 World Civilizations II (3 SCH)
- PHIL 2306 Introduction to Ethics (3 SCH)

Creative Arts Foundational Component Area (3 SCH)

One course from the following:

- ARTS 1301 Art Appreciation (3 SCH)
- DRAM 1310 Introduction to Theater (3 SCH)
- DRAM 2366 Development of the Motion Picture I (3 SCH)
- MUSI 1306 Music Appreciation (3 SCH)

American History Foundational Component Area (6 SCH)

Mandatory courses:

- HIST 1301 United States History I (3 SCH)
- HIST 1302 United States History II (3 SCH)

Government/Political Science Foundational Component Area (6 SCH)

Mandatory courses:

- GOVT 2305 Federal Government (3 SCH)
- GOVT 2306 Texas Government (3 SCH)

Social & Behavioral Sciences Foundational Component Area (3 SCH)

One course from the following:

- COMM 1307 Introduction to Mass Communication (3 SCH)
- GEOG 1303 World Regional Geography (3 SCH)
- PSYC 2301 General Psychology (3 SCH)
- PSYC 2308 Child Psychology (3 SCH)
- PSYC 2314 Lifespan Growth & Development (3 SCH)
- SOCI 1301 Introductory Sociology (3 SCH)

Component Area Option (6 SCH)

One course from the following:

- SPCH 1315 Public Speaking (3 SCH)

- SPCH 1318 Interpersonal Communication (3 SCH)
- SPCH 1321 Business & Professional Speaking (3 SCH)

One course from the following:

- BCIS 1305 Business Computer Applications (3 SCH)
- MATH 2413 Calculus I (4 SCH)

B. Provide link(s) to specific documentation on how the students will demonstrate the Core Objectives, such as syllabi and other relevant material.

Core Curriculum Submission Documents and Component Supporting documents are posted HERE.

Areas of Special Consideration

Explanation of Overflow Semester Credit Hours in a Foundational Component Area (as applicable).

The overflow semester credit hours from the Mathematics Foundational Component Area will not roll over into the Component Area Option, but will remain in the degree plan. Should a student choose to take a 4 SCH math class, the extra 1 SCH is reflected in either the SCHs required for a Math degree or in the college elective area for other degrees. There should be no impact on overall degree requirements.