

3.4.10

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.

Angelo State University places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

RESPONSIBILITIES OF THE FACULTY

The Board of Regents of the Texas Tech University System grants the presidents of the component institutions the authority to “ensure that the component institution provides a high quality of educational curriculum and faculty for the benefit of its students” (Section 02.04.2d, *Regents’ Rules*). Furthermore, the Board of Regents outlines primary responsibilities of the faculty in the areas of teaching, research, and service. Specifically, the *Regents’ Rules* state that each faculty member “has the responsibility to...engage in a continual and critical study of the subject matter of one’s discipline so as to ensure that presentations contain the most current and useful knowledge and that the material being taught is consistent with the course of study outlined by a department, college or a course director” (Section 04.04.03, *Regents’ Rules*). These faculty responsibilities are reiterated in ASU OP 06.14, Faculty Responsibilities and Duties.

Faculty members are also responsible for helping to ensure curricular quality and effectiveness through “participating in the formulation of [ASU’s] academic policies, service on university committees, and other assignments” (Section 04.04.05, *Regents’ Rules*). The two primary processes through which the faculty maintains responsibility for curriculum content, quality, and effectiveness are the curriculum approval process and the institutional effectiveness process, each of which is outlined below.

CURRICULUM APPROVAL PROCESS

Proposals for curricular change and new degree programs originate at the faculty level and are reviewed by faculty committees in accordance with the policies and procedures defined in ASU OP 04.05, Approval Process for New Degree Programs. All proposals for new degree programs and curricular change are developed in accordance with the ASU mission, are reviewed and approved by ASU administrators and the Board of Regents of the Texas Tech University System, and align with the rules of the Texas Higher Education Coordinating Board (THECB). An overview of this review and approval process is provided in Comprehensive Standard 3.4.1, Program approval.

All significant curricular changes and new program proposals are reviewed by the relevant College Curriculum Committee(s) and the University Curriculum Committee. The primary responsibilities and

faculty-dominated membership of these committees are defined in ASU OP 04.01, Angelo State University Councils and Committees, as follows:

- **College Curriculum Committees**—In order to provide a uniform system of curriculum development with broad faculty participation and an appropriate level of jurisdiction of the faculty within each of the four undergraduate colleges, College Curriculum Committees have been established within each college. Membership of each College Curriculum Committee consists of the department head and one other full-time faculty member from each of the academic departments in which a baccalaureate degree is offered, as well as the dean and tenured and tenure-track faculty from the College of Education. A librarian is appointed for each college/school by the director of the library. The faculty representatives are appointed by the dean of the college who chairs the College Curriculum Committee. The primary responsibility of each College Curriculum Committee is to make recommendations to the dean of the college for the improvement of the educational programs within the college, including changes in established curricula and proposed new degree programs. The College Curriculum Committee is responsible for consideration of curriculum matters related to major and minor requirements and other academic affairs affecting departments or programs within that college. See, for example, the College of Arts and Sciences Curriculum Committee minutes for April 12, 2012.
- **University Curriculum Committee**—The primary function of the University Curriculum Committee is to make recommendations to the provost and vice president for academic and student affairs on the curriculum and academic programs of the University. See, for example, the University Curriculum Committee minutes for October 14, 2011. The University Curriculum Committee is not charged with executive or administrative responsibilities. Members are appointed by the president upon recommendation of the provost and vice president for academic and student affairs. The chairperson is elected from among the full-time faculty committee members. Membership includes the deans of the colleges, the registrar, as well as the director of the library (all of whom hold standing membership). The president of the Faculty Senate and faculty representatives from each college/school serve three-year staggered terms.

The 2011–2012 membership of the College Curriculum Committees and the University Curriculum Committee is provided in the Angelo State University Committees and Councils 2011–2012.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

In assessing curriculum effectiveness, the primary focus is on student learning outcomes. The assessment of student learning outcomes is part of a campus-wide systematic approach to continuous improvement based on assessment results. The assessment process is integrated with the university's strategic plan (Vision 2020 Update 2012, for example Master Goal 4, Objective 5) and provides support for the Master Goals and Strategic Directions of ASU through the following:

- Formative and summative assessment of students' total educational experience through program learning goals and strategic effectiveness and efficiency goals
- Assessment data collection and management system designed to improve student advisement, success, and retention, particularly in the first two years through formative assessment

- Linkage of the university mission, value statements, and relevant master goals to university learning goals by degree-level
- Linkage of university learning goals by degree-level to program learning goals and course learning objectives through a cascading matrix structure that supports students' intellectual growth
- Program enhancement through continuous review and improvement of curricula across departmental and college structures
- Assessment results subjected to continuous improvement strategies, potentially including use of external partnerships such as advisory councils or professional accrediting bodies
- Sustainable technology solutions to support both direct and indirect assessment measures and segmentation of data by relevant variables for in-depth analysis and improvements

Faculty participate in the assessment process at all levels. At the course level, faculty are responsible for defining and publishing expected student learning outcomes and corresponding assessment methods on the course syllabus, as specified in ASU OP 06.14, Faculty Responsibilities and Duties. The syllabus for MUS 4253 Orchestration is provided as a representative example.

Course-level outcomes are developed by the faculty members teaching the course. In the outcomes-development process, faculty members take into consideration the requirements of the State of Texas as well as the learning goals published by ASU. Course-level outcomes must link to program-level learning goals, which in turn must link to university-level learning goals. The program-level learning goals are developed by all faculty members teaching in the program. The university-level learning goals were developed within the last five years by a faculty committee under the direction of the Vice Provost for Academic Affairs (undergraduate level) and the Dean of Graduate Studies (graduate level).

To support and guide student learning outcomes and assessment processes campus-wide, a Director of Academic Assessment was appointed and a faculty led Academic Assessment Committee was formed in fall 2010. Together, the director and committee developed the formal assessment process for student learning outcomes that was used in all academic units during AY 2010-2011. The Academic Assessment Committee was responsible for reviewing academic assessment plans and reports and providing constructive feedback to the academic departments. See, for example, the Academic Assessment Committee minutes October 25, 2010.

Campus-wide assessment processes were again improved in AY 2011-2012, which led to a restructuring of the role of the Academic Assessment Committee. The previous year's Director of Academic Assessment became a dean at another institution, and a new faculty member was appointed. The new Director of Academic Assessment provided faculty development for members of the committee, and the committee shifted its responsibilities away from its previous oversight role into a training and coordinating role, with committee members acting as expert resources for colleagues in their respective colleges. This new role has been formalized into college academic assessment coordinators for AY 2012-2013 (see Academic Assessment Coordinators meeting invitation email July 16, 2012). In July 2012, the Director of Academic Assessment resigned to pursue other obligations and was replaced by another faculty member and the title of the position was changed to Coordinator of Academic Assessment. The faculty members serving as college academic assessment coordinators report to the university Coordinator of Academic Assessment for the purposes of all assessment activities but maintain their faculty status in every other respect. This is a process improvement that uses faculty assessment experts in each college who also have expertise in the programs and curricula for their respective colleges.