

VI. Conclusion

The Department of Curriculum and Instruction (C&I) is complex with multiple certification and seven graduate degree programs. In addition, there are two undergraduate degree programs that include teaching certification, and additional certification programs that are part of degrees in other colleges. Some graduate students work toward teaching certification while also pursuing a graduate degree, but others seek only certification. Each semester the department employs approximately 100 faculty members who are either (1) tenured or on the tenure track or (2) fulltime or part-time instructors. These individuals are mostly located on the main campus in Lubbock, but others are in Dallas or the Hill Country. Supervisors of interns may be found across the state, or even outside Texas.

C&I vies with the Chemistry Department for which program has the largest doctoral program on campus. Since the graduate programs in C&I share resources with programs in the Department of Educational Psychology and Leadership (EP&L), many of the features to which this program review attends are administered at the College level rather than by the Department. Thus, some of this review has focused on the College rather than Department.

Given the integration of programs within C&I, and between C&I and EP&L, our future direction is guided by the College's Strategic Plan, which in turn is closely aligned with the University's strategic priorities. Thus, the remainder of this conclusion of the graduate review is organized under the headings of the five major priorities of the College's and Department's strategic plan.

1. **Increasing Enrollment:** In respect to increasing enrollments, attention has been focused on doing so at program levels—master's, doctoral, and certification. A proposal for a blended delivery format (a combination of face to face and at a distance program) has been mostly approved at the university level and will then be reviewed by the Texas Higher Education Coordinating Board. With Board approval, it is anticipated the program will begin as early as fall 2011, thereby increasing doctoral enrollment by approximately 15 students. At the masters level, students seeking certification are encouraged to continue on to completion of a master's degree, which significantly increased enrollment, particularly in the Elementary Education program. Grants monies in support of student enrollments have impacted courses in Bilingual Education, Language Literacy Education, and especially on the Masters in Multidisciplinary Science program, which is administered in the COE with significant cooperation from Arts and Sciences and Engineering. The Department and College are leaders on campus in offering courses to meet the needs of part-time students. Increasingly more and more C&I courses are available online, late afternoon or evening, or during the summer.

To sustain the momentum of increasing enrollment, the department is increasing coordination and collaboration with other units. For example, coordination is increasing with Angelo State University, a sister institution within the Texas Tech System. The department is also working closely with the University College to maximize the impact of distance delivered programs. Logistically, the department is focusing on improving its recruitment processes and streamlining the online application process. A recently hired staff member for recruitment will be helpful in this process.

2. **Strengthening Academic Quality and Reputation:** C&I faculty are delivering quality instruction as indicated by end-of-semester student evaluations of course and instructor. Such evaluations are consistently the highest ranked or second highest ranked in the university. In addition, the department is instituting a peer-review process to supplement student evaluations. To COE's Office of Accreditation and Assessment is available to assist the department in assessing the attainment of C&I's strategic goals. TracDat, a commercial software solution, has been extremely helpful in organizing and tracking student learning outcomes as part of Program Assessment Plans. The implementation of such assessment procedures will further enhance the quality of programs, by providing data that indicate strengths and weaknesses, and using the data to make improvements. Such data are also useful for accreditation reviews for NCATE and SACS. The ultimate success of programs within C&I is demonstrated by their ability to meet state and national accreditation standards.
3. **Expanding and Enhancing Research:** Faculty member's scholarly productivity has increased significantly in recent years, especially in terms of publishing in refereed journals and procuring grants. Such productivity is well aligned with the University's goal to attain Tier 1 status, with increased emphasis on funded research.

The College has initiated research teams and centers that will integrate faculty's expertise and involve graduate students in interdisciplinary research projects. The department's new Center for Teacher Development and Research is designed to support this initiative. Two other centers also have an important role in the department. The Center for the Integration of Science Education and Research encourages, promotes, and supports the integration of education and research in the sciences, not only for Texas Tech students, but also for students and teachers in the K-12 schools. The Center for Research in Leadership and Education seeks to engage in collaborative research and practical application partnerships with multiple entities across the University. The Center generates nuanced and comprehensive understandings of the role leadership can play in the elimination of persistent inequities in public education (nationally and internationally) and in the development of a more just and caring global society. Currently, the Center houses Project Teach, which seeks to create leadership skills in Bilingual and ESL teachers. A third center, the Center for Teacher Development and Research has recently been approved and is being developed.

Faculty members benefit from logistic assistance provided by the College supporting their scholarly productivity. For example, the College's budget system has been reorganized so that, in part, funds may be better targeted to support grants activities. A grants administrator has been hired thus allowing faculty members to better focus on the research side of grant work. The College is hiring a statistician who will help faculty and graduate students conduct advanced statistical analysis.

4. **Conducting Outreach and Partnerships:** As members of a department in a professional college, C&I faculty members consistently focus on the effect of their teaching, research, and service have on the K-12 schools. Particularly at the undergraduate level, but also at the graduate level, courses include experiences within the K-12 schools. In some cases courses are taught entirely in the schools. Teacher education initiatives in Dallas and the Hill Country are implemented in collaboration with local K-12 schools and community colleges.

The same is true for programs in Lubbock and West Texas. Research often occurs in K-12 schools; with this kind of partnership being central to our efforts to obtain research grants.

5. **Maximizing Efficiency of Resources:** Personnel and finance resources are centralized at the college level within the COE. With the implementation of Responsibility Center Management (RCM), the College will obtain data that can be used to guide the distribution and allocation of the resources to reinforce productive faculty members and programs so that the limited resources will be used strategically to achieve high priority goals.

It is appropriate in these concluding remarks to revisit the department's 2004-2005 Graduate Program Review to see how the department addressed concerns expressed in that report.

- *“The Graduate Program Review 2004-2005 was for the most part impressive in its thoroughness, but in some places it did not separate the data of College of Education’s two departments.”*

This concern was addressed in Chapter 1 of this report as follows:

An orientation to the review: The organizational structure of the College of Education (COE) is different than the majority of academic units at Texas Tech University. Most notable is a centralized budget, with limited financial responsibility given to the departments. Therefore, most budgetary and some other data in this report are at the college, not department levels. For example, Chapter 5 in other program reviews is labeled “Department.” In this report, Chapter 5 is titled “College,” with associated data at that level.

Similarly, the data in Chapter 3, Section A, the number, rank, and demographics of the graduate faculty, are actually for the entire COE graduate and undergraduate faculty. Because of the COE’s budgetary organization, the university’s Office of Institutional Research and Institutional Management (IRIM) has indicated an inability to disaggregate faculty data to the department level. Therefore these review data, as supplied by IRIM via the Graduate School to the department, are really college-level data.

- *“Overall the department seems to agree that Diversity is desirable, but how to achieve it, or even define it, remains problematic.”*

The department, the college, and the university desire greater enrollment of underrepresented populations. As detailed in the following table, college data (departmental-level data are not available) are all relatively consistent with those of the university. In respect to gender, the department’s and college’s percentage of females is well above the university average. Also, the department is considering a broad view of underrepresented to include those candidates with special needs.

**COE and TTU Ethnicity
Fall 2009 ¹**

Ethnicity	COE Graduate	COE Undergraduate	COE Total	TTU Total
American Indian/Alaskan Native	7	3	10 (0.61%)	217 (0.72%)
Asian/Pacific Islander	9		9 (0.55%)	749 (2.49%)
African American	51	18	69 (4.18%)	1,303 (4.34%)
Hispanic	141	126	267 (16.18%)	4,030 (13.41%)
Non-Resident Alien	51	12	63 (3.82%)	2,014 (6.70%)
Unknown	13	8	21 (1.27%)	254 (0.85%)
White, Non-Hispanic	655	556	1,211 (73.39%)	21,482 (71.49%)
Underrepresented (non-white) population total			26.61%	28.51%
TOTAL	927	723	1,650	28,422

¹ Data from IRIM

It should also be noted that one of the college's action plans for 2010-2011 focuses on increasing underrepresented populations.

Increase Candidate Diversity Action Plan

Action	Responsible Individual(s)	2007- 2008	2008- 2009	2009- 2010	2010-2011 Target
1.2.1 Increase by 3% the total number of underrepresented population candidates through continued participation in such activities as the South Plains Closing the Gaps Coalition, the P-20 Council Initiative, the Back to School Fiesta, and the Dallas Area Program.	Simpson , Johnson, and Salazar				
Total underrepresented degree candidates (by ethnicity, gender and special needs data to be added)		306 (fall)	351 (fall)	418 (fall)	430 (fall)
Total underrepresented certification candidates by ethnicity, gender and special needs data to be added)		119 (AY)	108 (AY)	107 (AY)	110 (AY)
1.2.2 Submit 2 grant proposals in support of underserved populations.	Simpson				2

In 2003-2004, the college made a commitment to increase the diversity of faculty and staff. The results are noted in the following two tables.

**New Faculty
College of Education
2003/04-2009/10**

New Faculty	Gender	Ethnicity	Current Status
TOTALS	Female 44 Male <u>21</u> 65	African-American 4 Hispanic 10 Other 11 White <u>40</u> 65	As of fall 2009, 14 faculty members have resigned. 51/65 (78%) have been retained since 2003-04.
	Female 44/65 68% Male 21/65 32%	Underrepresented 25/65 38% White 40/65 62%	

**New Staff
College of Education
2003/04-2009/10**

New Staff	Gender	Ethnicity	Current Status
TOTALS	Female 35 Male <u>8</u> 43	African-American 2 Hispanic 9 Other 1 White <u>31</u> 43	As of fall 2009, 12 staff members have resigned. 31/43 (72%) have been retained since 2003-04.
	Female 35/43 (81%) Male 8/43 (19%)	Underrepresented 12/43 (28%) White 31/43 (72%)	

- *“A third problem is the department’s lukewarm view of distance education.”*

The College of Education and the Department of Curriculum and Instruction have now become leaders at Texas Tech in respect to the distance delivery of coursework and programs. In a 6/1/10 memo from the University College, it was noted that for 2008-2009, the COE had 13,279 total enrollments in distance programs, with total semester credit hours of 40,316.