

Texas Southern University
Assessment Narrative
Academic Years 2007-08 thru 2009-10

COLLEGE OF EDUCATION

Program: MS in Health Education

The mission of the program is to provide competent health educational professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavior challenges facing urban populations.

Goal 1

Graduate students are expected to become competent educators and professionals in their areas of specializations. Graduate students must also successfully complete a Departmental Comprehensive examination covering aspects of Health in order to graduate.

Outcome 1.1

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a specialization of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied specialty areas

Student achievement will be measured by the Masters' Comprehensive Examination in Curriculum and Instruction. At least 70 % of the students taking the Master's Comprehensive will pass the exam.

Findings (2008-2010)

Student passage rate was 55.6%, 85.7% and 66.7%, respectively, during the three years. In 2007-2008, special attention was given to 55.6% average, we continue to evaluate instructors' year-to-year to match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' scores on the Departmental Comprehensive Examination. Improvements were seen immediately for 2008-2009, but further assessment changes are warranted for 2009-2010 after scores fell below the target market.

Action Plan Summary 2008

- 2008 – Continued to evaluate instructors to match the instructor's expertise to appropriate courses to increase candidates' comprehensive examination scores.

- 2009 – Increased the number of practice test and assess the low scoring areas of students' performance scores for remediation on the comprehensive examination.
- 2010 – Monitor student performance and identify program improvement opportunities.

Outcome 1.2

Students will demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to generate solutions to teaching and develop professional approaches to ameliorate deficiencies in the urban environment

Student achievement will be measured on the case study analysis results. Students will score a mean average of 3.5 on a 5.0 Likert scale

Findings (2008-2010)

The target scoring mean average rates set for the Case Study Analysis were 3.5 for the years 2007-2008, 2008-2009, and 2009-2010. One hundred percent of students averaged a scoring mean of 3.5 for the three-year period of assessment with scoring mean average of 3.51, 3.59 and 3.57 in 2007-2008, 2008-2009 and 2009-2010 respectively.

Action Plan Summary 2008

- 2008 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2009 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2010 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).

Texas Southern University
Assessment Plan
Academic Years 2007-08 thru 2009-10

College/School: College of Education – Department of Health & Kinesiology
 Discipline/Program: MS in Health Education

THECB CIP Code 13.0401.00

Goals	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan (if applicable)	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
Goal 1 To adequately prepare students who are competent educators and professionals in their areas of specialization	SLO 1.1 Students will demonstrate a depth of knowledge and apply the methods of inquiry in a specialization of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied specialty areas	Masters' Comprehensive Examination in Curriculum and Instruction scores	At least 70 % of the students taking the Master's Comprehensive will pass the exam	At least 70 % of the students taking the Master's Comprehensive will pass the exam	At least 70 % of the students taking the Master's Comprehensive will pass the exam	Masters' Comprehensive Exam, N= 10 P=6 F=4 \bar{X} = 60.0% Target not met	Masters' Comprehensive Exam, N=7 P=4 F=3 \bar{X} Score = 57.14% Target not met	Masters' Comprehensive Exam, N=2 P=2 F=0 \bar{X} = 100.00% Target met	Based on 2007-2008 Findings Continued to evaluate instructors to match the instructor's expertise to appropriate courses to increase candidates' comprehensive examination scores Based on 2008-2009 Findings Increased the number of practice test and assess the low scoring areas of students' performance scores for remediation on the comprehensive examination Based on 2009-2010 Findings Monitor student performance and identify program improvement opportunities	R1.1 Comp Exam Summary

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			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
Goal 1 To adequately prepare students who are competent educators and professionals in their areas of specialization	SLO 1.2 Students will demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to generate solutions to teaching and develop professional approaches to ameliorate deficiencies in the urban environment	Case Study Analysis scores	Students will score a mean average of 3.5 on a 5.0 Likert scale	Students will score a mean average of 3.5 on a 5.0 Likert scale	Students will score a mean average of 3.5 on a 5.0 Likert scale	\bar{x} Score = 3.51 Target met	\bar{x} Score = 3.59 Target met	\bar{x} Score = 3.57 Target met	Based on 2008-2010 Findings Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions)	R1.2 Case Study Analysis