



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Education

Ed.D., Curriculum & Instruction

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5th edition

Goal 1 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 1:

To prepare candidates who are competent in curriculum design and instructional application.

2 SLO Student Learning Outcomes/Objectives

SLO 1.1:

Doctoral candidates will analyze and evaluate the historical, sociological, psychological, and political theories underlying curriculum revision, development and instructional applications as measured by the major area section of the Doctoral Comprehensive Examination.

3 Metric

Metric 1.1

Doctoral Comprehensive Examination in the major area of Curriculum and Instruction

4 Target 2010-11

Target 1.1

At least 70% of the candidates taking the Doctoral Comprehensive will pass the exam in the major area.

5 Findings 2010-11

Findings 1.1

For the Fall 2009 test period, only one examinee took and passed the C&I major area for a passage rate of 100% and for the Spring 2011 test period, three examinees took and passed the major area for a passage rate of 100%. Therefore, the target was Met for 2010-2011.

N=4

6 Action Plan 2010-11

Based on 2010-2011

(1) Continued to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.

(2) Offered more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps and (3) Continued to work with the Ed Leadership department who offered more supported review sessions in statistics and research.

7 Target 2011-12

Target 1.1

At least 70% of the candidates taking the Doctoral Comprehensive will pass the exam in the major area.

8 Findings 2011-12

Finding 1.1

For the fall 2011 test period, nine examinees took the C&I major area and seven passed for a passage rate of 78%. For the spring 2012 test period, five examinees took the major area and three passed for a pass rate of 60%. The overall pass rate for 2011-2012 was 71% as 10 of 14 examinees earned a passing score on the major area. Therefore, the target was met for 2011-2012.

9 Action Plan 2011-12

Based on 2010-2011

Continued to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.

(2) Offered more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps and (3) Continued to work with the Ed Leadership

department who offered more supported review sessions in statistics and research.

Based on 2011-2012

Continue to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.

(2) Offer more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps

[C and I Assessment Narrative_2011_2012 for Doctoral Programs \(1\)](#) [PDF 246 KB 5/15/13]

10 Target 2012-13

Target 1.1

At least 75% of the candidates taking the Doctoral Comprehensive will pass the exam in the major area.

11 Findings 2012-13

Findings 1.1

In the Fall 2012 test period, seven examinees took the Curriculum & Instruction major area section on the doctoral comprehensive examination and seven passed for a passage rate of 100%. For the Spring 2013 test period, one examinee took the major area section and one passed for a passage rate of 100 %.

Therefore, the target was met for 2011-2012.

The total number of Curriculum and Instruction students that attempted any portion of the Comprehensive Examination in Fall 2012 was twelve students. In Spring 2013 the total number of students that attempted the test was five students, for a total of seventeen students testing in the 2012-2013 school year. The overall passage rates for the major area of Curriculum & Instruction for the 2012-2013 year was 100% with nine students testing. Lastly, both test periods showed that our majors were successful on the Foundations exam at 87.5% passing rate but had problems with the Statistics and Research areas of the comprehensive exams. Candidates who failed to advance to candidacy generally will need to retake the statistics and/or research areas a second time. But, the target was met for the major area of Curriculum & Instruction for the 2012-2013 school years as the combined percentages for the both semesters was 100%.

12 Action Plan 2012-13

Based on 2010-2011

Continued to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.

(2) Offered more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps and (3) Continued to work with the Ed Leadership department who offered more supported review sessions in statistics and research.

Based on 2012-2013

Continue to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.

(2) Offer more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps

13 Additional Reference Documents

R1.0

Doctoral Comps Test Results for 2010-2011

[ASSESSMENT NARRATIVE FOR DEPARTMENT of CURRICULUM-Ed.d 2012 2013](#) [PDF 293 KB 10/28/13]

[Revised C and I Ed.D.for 2011_2012_Prepared on 5.2013](#) [PDF 117 KB 10/28/13]

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

2 SLO Student Learning Outcomes/Objectives

3 Metric

4 Target 2010-11

5 Findings 2010-11

6 Action Plan 2010-11

7 Target 2011-12

8 Findings 2011-12

9 Action Plan 2011-12

10 Target 2012-13

11 Findings 2012-13

12 Action Plan 2012-13

