



Texas Southern University  
Assessment Plan 2010-2013

Unit Assessment Plan

College of Education

Ed.D., Educational Administration

## 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, 5<sup>th</sup> edition*

## **Goal 1 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 1:

To adequately prepare candidates who are competent, knowledgeable and skilled educational administrators

### **2 SLO Student Learning Outcomes/Objectives**

SLO 1.1:

Candidates will demonstrate mastery in decision-making, educational planning, evaluation, policy and administrative theory.

SLO 1.2:

Candidates will demonstrate knowledge in Educational Foundations.

SLO 1.3:

Candidates will demonstrate knowledge in Educational Statistics.

SLO 1.4:

Candidates will demonstrate knowledge Research.

### **3 Metric**

The Doctoral Comprehensive examination was used to assess competency

### **4 Target 2010-11**

Target 1.1

At least 70% of the candidates will successfully pass the Doctoral Comprehensive examination

Target 1.2

At least 70% of the candidates will successfully pass the Foundations Examination on the Doctoral Comprehensive examination

Target 1.3

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

Target 1.4

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

### **5 Findings 2010-11**

Findings 1.1

100% of the candidates passed the examination

N=5

Findings 1.2

67% of the candidates passed the examination

N=5

Findings 1.3

40% of the candidates achieved a passing score

N=5

Findings 1.4

50% of the candidates achieved a passing score

N=5

### **6 Action Plan 2010-11**

Based on 2010-11 Findings:

Recommended corrective actions:

â Continue to monitor student outcomes to prepare for changes in teaching or advisement.

â Continue to provide individualized sessions with students as needed.

Based on 2010-11 Findings:

Recommended corrective actions:

â Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

â Provide individualized sessions with students as needed.

â Provide review tests as needed.

Based on 2010-11 Findings:

Recommended corrective actions:

â Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

â Provide individualized sessions with students as needed.

â Provide review tests as needed.

â Review curriculum content and instructional delivery with the exam.

Based on 2010-11 Findings:

Recommended corrective actions:

â Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

â Provide individualized sessions with students as needed.

â Provide review tests as needed.

â Review curriculum content and instructional delivery with the exam.

### **7 Target 2011-12**

Target 1.1

At least 70% of the candidates will successfully pass the Doctoral Comprehensive examination

Target 1.2

At least 70% of the candidates will successfully pass the Foundations Examination on the Doctoral Comprehensive examination

Target 1.3

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

Target 1.4

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

### **8 Findings 2011-12**

Fall 2011- No candidates passed all parts of the examination. N=8.

Spring 2012-80% of the students passed the examination in the N=15

Fall 2011- 75% of the candidates passed the examination. N=8

Spring 2012-78% of the candidates passed the examination. N=9.

Fall 2011- 13% of the candidates passed the examination. N=8

Spring 2012-50% of the candidates passed the examination. N=14.

Fall 2011- 75% of the candidates passed the examination. N=12  
 Spring 2012-50% of the candidates passed the examination. N=8

### **9 Action Plan 2011-12**

Based on 2010-11 Findings

Action Plan: Continue to monitor student outcomes to prepare for changes in teaching or advisement .  
 Continue to provide individualized sessions with students as needed.

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review tests as needed.

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review tests as needed.

Review curriculum content and instructional delivery with the exam

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review tests as needed.

Review curriculum content and instructional delivery with the exam

[ACTION PLAN 2012](#) [DOCX 17 KB 5/15/13]

### **10 Target 2012-13**

Target 1.1

At least 70% of the candidates will successfully pass the Doctoral Comprehensive examination

Target 1.2

At least 70% of the candidates will successfully pass the Foundations Examination on the Doctoral Comprehensive examination

Target 1.3

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

Target 1.4

At least 70% of the candidates will successfully Doctoral Comprehensive Examination

### **11 Findings 2012-13**

SLO 1.1

Fall 2012-77% of the candidates in the college passed the Foundations section of the Doctoral Comprehensive Examination. N=22

Spring 2013- 71% of the candidates passed the Foundations section of the Doctoral Comprehensive Examination. N=9

SLO 1.2

Fall 2012-62% of the candidates passed the Educational Statistics examination. N=34

Spring 2013- 52% of the candidates passed the Educational Statistics examination. N=19

## SLO 1.3

Fall 2012- 58% of the candidates achieved a passing score on the research examination. N=24

Spring 2013- 20% of the candidates achieved a passing score on the research examination. N=15

**12 Action Plan 2012-13**

## SLO 1.1

Based on 2012-13 Findings

Action Plan: Continue to monitor student outcomes to prepare for changes in teaching or advisement. Offer individualized sessions with students as needed.

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review sessions as needed.

Work with professors who teach these courses to make sure questions are aligned to course content.

## SLO 1.2

Based on 2012-13 Findings

Recommended corrective actions:

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review tests as needed.

Review curriculum content on the exam.

Conduct meetings with professors who teach these courses to ensure examination questions are aligned to course content.

## SLO 1.3

Based on 2012-13 Findings

Recommended corrective actions:

Monitor applications to take the doctoral comprehensive exam to ensure that candidates have completed all required coursework.

Provide individualized sessions with students as needed.

Provide review sessions for students to attend and work with the faculty.

Review curriculum content and instructional delivery within required courses.

Conduct regular meetings with professors teaching these courses to ensure the alignment of course content to the examination questions

[Ed Ad ACTION PLAN 2013](#) [DOC 35 KB 10/28/13]

[Educational Administration Doctoral degree SACS Assessment 2013](#) [DOCX 46 KB 10/28/13]

**13 Additional Reference Documents**

## SLO 1.1

R1

Doctoral Comprehensive results

R2  
Doctoral comprehensive results.

SLO 1.2

R1  
Doctoral Comprehensive results

SL0 1.3

R1  
Doctoral Comprehensive results

