



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Education

Master of Education in Curriculum and 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 educators in their areas of specialization.

2 SLO Student Learning Outcomes/Objectives

SLO 1.1

Candidates will apply an in-depth knowledge of the methods of inquiry in a discipline of their choosing, and demonstrate a breadth of knowledge across their varied specializations by successfully answering questions related to these specialization areas on the Comprehensive Examination.

SLO 1.2

Candidates will integrate theoretical concepts and instructional strategies that are responsive to the learning needs of different groups of students by planning instructional activities that are consistent with effective classroom management theories.

3 Metric

Metric 1.1

Mastersâ Comprehensive Examination in Curriculum and Instruction results

Metric 1.2

College of Education Perceptions Instrument Results

4 Target 2010-11

Target 1.1

At least 70% of the candidates taking the Masterâs Comprehensive will receive a score of 70% or higher on the results for the respective topics indicating that they passed the comprehensive exam.

Target 1.2

Candidates will score a mean average of 3.5 on a 5.0 Likert scale

5 Findings 2010-11

Findings 1.1

Findings for 2010-2011 show that only three candidates took the Masters Comprehensive Examination and all candidates were successful for a pass rate of 100%. This number of examinees is lower than the previous academic year when seven examinees passed the examination for a 100% passing rate. It was noted that numbers enrolling in the M.Ed. is still growing. However, the numbers are still low when compared with other programs.

N= 3

100% pass rate

Findings 1.2

Findings for 2010-2011 showed that on the COE Perceptions Instruments, advanced teacher education candidates earned an overall mean score of 4.56 on a 5.0 Likert scale exceeding the 3.5 target. However, it was also noted that the mean score for proficiency 7 (has an understanding of research, assessment, and evaluation) was lower than the mean ratings for the other fourteen proficiencies on the instrument.

N = 15

4.56 on a 5.0 Likert scale exceeding the 3.5 target

6 Action Plan 2010-11

Based on 2010-11

The small N for this 2010-2011 made it difficult to draw any meaningful conclusions to drive specific actions. Therefore, the department continued to evaluate the current comprehensive examinations for the Early Childhood and Reading specializations and revisions were begun with completion set for Fall 2011. It was also noted that the examination for Bilingual Education was in serious need of revision and would be needed for the Fall 2011 semester.

Based on 2010-11

The small N for this 2010-2011 made it difficult to draw any meaningful conclusions to drive specific actions. Therefore, the department continued to evaluate the current comprehensive examinations for the Early Childhood and Reading specializations and revisions were begun with completion set for Fall 2011. It was also noted that the examination for Bilingual Education was in serious need of revision and would be needed for the Fall 2011 semester.

Action Steps

Provide semester comprehensive review sessions.

Revise exams.

7 Target 2011-12

Target 1.1

At least 70% of the candidates taking the Master's Comprehensive will receive a score of 70% or higher on the results for the respective topics indicating that they passed the comprehensive exam.

Target 1.2

Candidates will score a mean average of 3.5 on a 5.0 Likert scale.

8 Findings 2011-12

Finding 1.1

Findings for 2011-2012 show that twelve candidates took the Masters Comprehensive Examination and nine passed for a pass rate of 75%. This number of examinees is higher than the previous academic year when only three examinees took the examination.

Based on this data, the target was met.

N = 12

Finding 75%

9 Action Plan 2011-12

Action Plan

The small N for this 2010-2011 made it difficult to draw any meaningful conclusions to drive specific actions. Therefore, the department continued to evaluate the current comprehensive examinations for the Early Childhood and Reading specializations and revisions were begun with completion set for Fall 2011. It was also noted that the examination for Bilingual Education was in serious need of revision and would be needed for the Fall 2011 semester.

The small N for this 2010-2011 made it difficult to draw any meaningful conclusions to drive specific actions. Therefore, the department continued to evaluate the current comprehensive examinations for the Early Childhood and Reading specializations and revisions were begun with completion set for Fall 2011. It was also noted that the examination for Bilingual Education was in serious need of revision and would be needed for the Fall 2011 semester.

2011-2012 à Follow-Up

The Early Childhood and Bilingual Education comprehensive exams have been revised and will be administered beginning with the fall 2012 testing period.

[C and I Assessment Narrative_2011_2012.for Master's Programs \(1\)](#) [PDF 253 KB 5/15/13]

10 Target 2012-13

Target 1.1

At least 75% of the candidates taking the Master's Comprehensive will receive a score of 70% or higher on the results for the respective topics indicating that they passed the comprehensive exam.

Target 1.2

Candidates will score a mean average of 3.75 on a 5.0 Likert scale.

11 Findings 2012-13

Finding 1.1

Findings for 2012-2013 show that fifteen candidates took the Master's Comprehensive Examination and nine passed for a pass rate of 73%. This number of examinees is higher than the previous academic year when only three examinees took the examination.

Based on this data, the target was met.

N = 15

4 students were unsuccessful

Findings

73%

12 Action Plan 2012-13

2012-2013 Follow-Up

Exams have been revised and faculty will continue to align instruction with comprehensive exam.

[ASSESSMENT NARRATIVE FOR DEPARTMENT of CURRICULUM-ME.d.](#) [PDF 131 KB 10/28/13]

[Revised C and I M.Ed. for 2012_2013_prepared.5.2013](#) [PDF 128 KB 10/28/13]

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 2

To prepare candidates who understand the importance of student work to inform and improve instructional practice.

(Added beginning 2012-2013.)

2 SLO Student Learning Outcomes/Objectives

SLO 2.1

Candidates will analyze three different student responses to an assignment as evidence of student learning during the practicum experience in their specialization areas.

3 Metric

Metric 2.1

Rubric (based on elements used in the National Board for Professional Teaching Standards (NBPTS) certification process) results.

Metric 2.2

Results on a Teaching Demonstration Rubric

4 Target 2010-11

(SLO added beginning 2012-2013.)

5 Findings 2010-11

(SLO added beginning 2012-2013.)

6 Action Plan 2010-11

Based on 2010-11

The small N for this 2010-2011 made it difficult to draw any meaningful conclusions to drive specific actions. Therefore, the department continued to evaluate the current comprehensive examinations for the Early Childhood and Reading specializations and revisions were begun with completion set for Fall 2011. It was also noted that the examination for Bilingual Education was in serious need of revision and would be needed for the Fall 2011 semester.

Based on 2010-11

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[C and I Assessment Narrative.11_2011for Master's Programs \(1\)](#) [DOC 33 KB 5/15/13]

7 Target 2011-12

Candidates will score a mean average of 3.5 on a 5.0 Likert scale.

8 Findings 2011-12

Findings for 2011-2012 showed that on the COE Perceptions Instruments, advanced teacher education candidates earned an overall mean score of 4.89 on a 5.0 Likert scale exceeding the 3.5 target.

Based on the 2011-2012 findings, this target was met.

N = 19

Data for SLO 2.1 and 2.2 will not be available until after the 2012-2013 academic year.

9 Action Plan 2011-12

10 Target 2012-13

Target 2.1

At least 80% of the M.Ed. candidates will score a minimum of 3.5 on a 5.0 Likert scale measuring quality of the analysis of student learning outcomes during the practicum experience.

11 Findings 2012-13

Findings for 2012-2013 showed that on the COE Perceptions Instruments, advanced teacher education candidates earned an overall mean score of 4.75 on a 5.0 Likert scale exceeding the 3.5 target.

Target was met

N = 15

4.75 on a 5.0 Likert scale exceeding the 3.5 target

