Department of Educational Administration and Foundations

EXAMPLES OF PROGRAM OR COURSE CHANGES MADE

BASED ON CANDIDATE PERFORMANCE DATA

What was the program or course change that was made?

Candidates meet and review their test performance with an advisor prior to retaking the comprehensive examination.

When was the change effective?

Fall 2013

On what key assessment(s) did the data indicate that a change needed to be made?

Masters Comprehensive Examination

When was the assessment(s) administered that indicated a change needed to be made?

Summer and Fall 2013

What did the data say that indicated a change needed to be made?

63% of the candidates received a 70% or above on the comprehensive examination. This examination is an assessment of the content knowledge of these students.

Please attach the evidence that the change was made.

The following goal was extracted from the departmental goals that were approved by the faculty for the 2013-14 school year. This is one of eight goals that directly address the recommended change.
<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVE</th>
<th>RESPONSIBLE PERSON</th>
<th>COMPLETION DATE</th>
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</thead>
<tbody>
<tr>
<td>1. Enhance Student Learning Outcomes</td>
<td>a. Enhance the advisement of students who do not successfully complete the TExES, the Master's Comprehensive or the Doctoral Comprehensive Examinations.</td>
<td>All Faculty</td>
<td>Ongoing</td>
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<td></td>
<td>b. Revisit courses to strengthen the alignment of content to examinations as needed.</td>
<td>Drs. Davis, Owens, Poats, Bailey-Perry</td>
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<td></td>
<td>c. Review student performance on Research and Statistics in Doctoral Comprehensive and meet to review examinations and problem solve.</td>
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