

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

**COLLEGE OF EDUCATION**

**Program: Ed.D of Education in Curriculum & Instruction**

The mission of the Department of Curriculum and Instruction Doctor of Education program is to prepare candidates to produce high academic achievement among culturally diverse urban student populations by attending to social and economic influences, cross-ethnic communication, cultural differences, educationally challenging conditions, learning style differences, and curriculum adaptations.

**Goal 1**

The overall academic goal for the Department of Curriculum & Instruction in the College of Education during 2008-2010 for the Ed.D. in Curriculum and Instruction was to adequately prepare candidates who are competent educators in curriculum design and instructional application. The specific learning outcome or objective in support of this goal is that 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.

This goal and the accompanying outcomes are consistent with the College of Education's Conceptual Framework and the expected outcomes for graduates of our programs. We expect our graduates to be caring, committed, competent and culturally responsive urban educators.

**Outcome 1.1**

Analyze and evaluate the historical, sociological, psychological, and political theories underlying curriculum revision, development and instructional applications.

The metric for this outcome is candidate performance on the major area of the Doctoral Comprehensive Examination. The major area of this examination is developed by Curriculum & Instruction faculty who teach the doctoral courses. The Doctoral Comps consists of three areas, foundations, major area and research. The comps are read by two readers in each of the areas and if the first two readers do not agree, a third reader is used to determine if the candidate passes or fails the exam in that area. The target for this objective is that at least 70% of the candidates taking the exam will pass in the curriculum & instruction major area.

**Findings (2008-2010)**

For the 2007-2008 test period, two of six examinees passed the C&I major area for a passage rate of 33% and for the Spring 2008 test period, none of the three examinees passed the major area. Additional finding indicated that the one examinee who failed the major area in the fall did not pass any portions of the exam and that one of the spring examinees had failed the major area two previous test periods. Lastly, both test periods showed that our majors also had problems with the Statistics and Research areas of the comps. Therefore, the target Not Met for 2007-2008.

For the fall 2008 test period, two of three examinees passed the C&I major area for a passage rate of 66% and for the fall 2009 test period the one examinee taking this portion passed for a passage rate of "100%." It was again noted that the one person who failed the major area failed all areas of the exam for the second time. It was also noted that candidates tend to take major area courses early in their programs of study leaving the "stat" and research classes nearer the end of their programs. 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 2008-2009 as the combined percentages for the both semesters was 75% (three of four examinees passed the major area).

For the fall 2009 test period all six examinees passed the major area for a passage rate of 100% and for spring 2010, the two examinees taking the test passed for a passage rate of 100%. The pass rates on the Statistics and Research areas were also higher although for most of them this was performance on their second attempt. Thus, the target was met for 2009-2010.

**Action Plan Summary 2008**

- Monitored applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.
- Worked with the Ed Leadership department who offered more supported review sessions in statistics and research.

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

**COLLEGE OF EDUCATION**

**Program: Ed.D of Education in Curriculum & Instruction**

**Action Plan Summary 2009**

- Continue to monitor applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses.
- Offer more intensive review sessions, particularly for candidates who had completed coursework in the major area a year or more before taking the comps.
- Continue to work with the Ed Leadership department who offered more supported review sessions in statistics and research.

**Action Plan Summary 2010**

Continued monitoring to be sure examinees do not attempt the comprehensive examination until all coursework has been completed and the offering of focused review sessions for the major areas section of the examination.

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

College/School: College of Education  
 Discipline/Program: Ed.D Curriculum & Instruction

THECB CIP Code 13.0301.00

Goal	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 1</b> To adequately prepare candidates who are competent in curriculum design and instructional application	<b>SLO 1.1</b> 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	Doctoral Comprehensive Examination pass rate in the major area of Curriculum and Instruction	At least 70 % of the candidates taking the Doctoral Comprehensive will pass the exam in the major area	At least 70 % of the candidates taking the Doctoral Comprehensive will pass the exam in the major area	At least 70 % of the candidates taking the Doctoral Comprehensive will pass the exam in the major area	Target Not Met for 07-08  For the 2007-2008 test period, two of six examinees passed the C&I major area for a passage rate of 33%  For the Spring 2008 test period, none of the three examinees passed the major area.  Additional finding indicated that the one examinee who failed the major area in the fall did not pass any portions of the exam and that one of the spring examinees had failed the major area two previous test periods.		Target met for 09-10  For the fall 2009 test period all six examinees passed the major area for a passage rate of 100%  For spring 2010, the two examinees taking the test passed for a passage rate of 100%. The pass rates on the Statistics and Research areas were also higher although for most of them this was performance on their second attempt.	<b>Based on 2007-2008 Findings</b> (1) Monitored applications to take the Doctoral Comps to be sure candidates had completed all required coursework especially the statistics and research courses. (2) Worked with the Ed Leadership department who offered more supported review sessions in statistics and research.  <b>Based on 2008-2009 Findings</b> 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.	<b>R1.1</b> Doctoral Comps Test Results for 2008-2010

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

College/School: College of Education  
Discipline/Program: Ed.D Curriculum & Instruction

THECB CIP Code 13.0301.00

Goal	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 1</b> To adequately prepare candidates who are competent in curriculum design and instructional application						Lastly, both test periods showed that our majors also had problems with the Statistics and Research areas of the comps			<b>Based on 2009-2010 Findings</b> Continued to monitor to be sure examinees do not attempt the comprehensive examination until all coursework has been completed. Continued to offer focused review sessions for the major areas section of the examination	<b>R1.1</b> Doctoral Comps Test Results for 2008-2010