

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

**COLLEGE OF EDUCATION**

**Program: MS Human Performance (Kinesiology)**

The primary mission of the Department of Health and Kinesiology is to prepare students for entry into the workforce and for graduate study. A secondary mission is to ensure that all students matriculating through the University have an understanding of the importance of wellness and health-related fitness upon society.

**Goal 1**

Graduate students are expected to become competent educators and professionals in their areas of specializations.

**Outcome 1.1**

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a specialization of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied specialty areas.

Graduate students must successfully complete a Masters' Comprehensive Examination in Curriculum and Instruction. The targets for passing the examination were set at 70% in the years 2008-2010.

**Findings (2008-2010)**

Student passage rate was 60.0%, 57.1% and 100.0%, respectively, during the three years. In 2007-2008, special attention was given to 60.0% average, continued to evaluate instructors' year-to-year, too match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' scores on the Departmental Comprehensive Examination. Scores fell below the target market in 2008-2009, but increase to 100% in 2009-2010.

**Action Plan Summary – 2008-2010**

- 2008 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' comprehensive examination.
- 2008 – Increased the number of practice test and assessed the low scoring areas of students' performance scores for remediation on the comprehensive examination.

- 2008 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2009 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' comprehensive examination.
- 2009 – Increased the number of practice test and assessed the low scoring areas of students' performance scores for remediation on the comprehensive examination.
- 2009 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2010 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' comprehensive examination.
- 2010 – Increased the number of practice test and assessed the low scoring areas of students' performance scores for remediation on the comprehensive examination.
- 2010 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).

**Outcome 1.2**

Students will demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to generate solutions to teaching and develop professional approaches to ameliorate deficiencies in the urban environment

Students must also complete a case study. Students will score a mean average of 3.5 on a 5.0 Likert scale.

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**Findings (2008-2010)**

The target scoring mean average rates set for the Case Study Analysis were 3.5 for the years 2007-2008, 2008-2009, and 2009-2010. One hundred percent of students averaged a scoring mean of 3.5 for the three-year period of assessment with scoring mean average of 3.51, 3.59 and 3.57 in 2007-2008, 2008-2009 and 2009-2010 respectively.

**Action Plan Summary 2008**

- 2008 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor’s expertise to increase candidates’ comprehensive examination.
- 2008 – Increased the number of practice test and assessed the low scoring areas of students’ performance scores for remediation on the comprehensive examination.
- 2008 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2009 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor’s expertise to increase candidates’ comprehensive examination.
- 2009 – Increased the number of practice test and assessed the low scoring areas of students’ performance scores for remediation on the comprehensive examination.
- 2009 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).
- 2010 – Continued to evaluate instructors year to year to match their best teaching practices to the appropriate courses that matches the instructor’s expertise to increase candidates’ comprehensive examination.
- 2010 – Increased the number of practice test and assessed the low scoring areas of students’ performance scores for remediation on the comprehensive examination.
- 2010 – Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions).

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**Assessment Plan**  
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College/School: College of Education – Department of Health & Kinesiology  
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THECB CIP Code 13.1314.00

Goals	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan (if applicable)	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 1</b> To adequately prepare students who are competent educators and professionals in their areas of specializations	<b>SLO1.1</b> Students will demonstrate a depth of knowledge and apply the methods of inquiry in a specialization of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied specialty areas	Masters' Comprehensive Examination in Curriculum and Instruction scores	At least 70 % of the students taking the Master's Comprehensive will pass the exam	At least 70 % of the students taking the Master's Comprehensive will pass the exam	At least 70 % of the students taking the Master's Comprehensive will pass the exam	Masters' Comprehensive Exam, N = 9 P = 5 F = 4  $\bar{X}$ = 60.0% Target not met	Masters' Comprehensive Exam, N = 7 P = 6 F = 1  $\bar{X}$ Score = 57.1% Target met	Masters' Comprehensive Exam, N = 5 P = 2 F = 3  $\bar{X}$ = 100% Target met	<b>Based on 2007-2008 Findings</b> special attention was given to 55.56% average, continued to evaluate instructors, year to year, to match their best teaching practices to the appropriate courses that matches the instructor's expertise to increase candidates' comprehensive examination  <b>Based on 2008-2009 Findings</b> Increased the number of practice test and assessed the low scoring areas of students' performance scores for remediation on the comprehensive examination  <b>Based on 2009-2010 Findings</b> Monitor student outcomes and identify additional needs. Continued evaluation of (opportunities and meaningful training activities) case studies for the practice and evaluation of students (student dialogue discussions)	<b>R1.1</b> Comprehensive Exam Summary

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			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
<b>Goal 1</b> To adequately prepare students who are competent educators and professionals in their areas of specializations	<b>SLO1.2</b> Students will demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to generate solutions to teaching and develop professional approaches to ameliorate deficiencies in the urban environment	Case Study Analysis scores	Students will score a mean average of 3.5 on a 5.0 Likert scale	Students will score a mean average of 3.5 on a 5.0 Likert scale	Students will score a mean average of 3.5 on a 5.0 Likert scale	X Score = 3.51 Target met	X Score = 3.59 Target met	X Score = 3.57 Target met		<b>R1.2</b> Case Study Analysis