

**Ed.D. in Educational
Leadership Academic
Assessment Plan
2012-13**

College of Education
Bernie Oliver
beoliver@coe.ufl.edu

Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Ed.D. in Educational Leadership

College of Education

A. Mission

The program in Educational Leadership is designed to prepare students for advanced leadership positions in Florida and the nation's educational institutions and policy arenas. To accomplish this purpose we provide exceptional and comprehensive curricular experiences through our campus and online degree programs. The program is research and practice based which prepares the Ed. D. doctoral students to enter the world of practice and research with a thorough understanding of the issues confronting America's educational system.

The mission of the Educational Leadership program aligns with the mission of the College of Education to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning/human development; effective leadership and policy practices; and to collaborate with others through professional learning communities to solve educational and human problems in a diverse and global community. The Ed. D. program also aligns with supports the overall mission of the University of Florida. Our recent ranking as one of the top educational administration/leadership programs in the country (ranked 20th by US News and ranked 13th of all public institutions) aligns with the current quest of the University of Florida to become one of the top 10 research institutions in the country.

The University of Florida must create the broadly diverse environment necessary to foster multicultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements-teaching, research and scholarship, and service-span all of the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will identify and describe the core curricular areas of educational leadership including: school finance and law; human resources; technology; data-driven decision-making, diversity; organizational theory, leading change, educational policy, instructional leadership, program evaluation, supervision and strategic planning.	Candidates will successfully complete the qualifying examination as measured by the candidates' university faculty advisory committee and complete written and oral reviews of research as part of classroom assignments.	Both
Skills	Candidates will apply clarity of written and oral expression to advanced levels of skill in the core areas of educational leadership, evaluation and dissertation research.	Candidates will demonstrate successful completion of the qualifying exam and oral demonstration of research knowledge as measured by the candidates' university faculty advisory committee and content professors.	Both
Skills	Candidates will identify and explain competencies and skills of instructional leadership, operational leadership, and school leadership to promote the success of all students and the improvement of teacher quality.	Candidates will successfully complete all assigned tasks and ratings tracked in the Educator Assessment System (EAS) as measured by the candidates' university faculty advisory committee.	Both
Professional Behavior	Candidates will apply ethical behavior, professional conduct, and communication.	Candidates will demonstrate successful completion of tasks and ratings tracked in the EAS, as well as successfully complete the Qualifying Exam and Oral Defense as measured by the university faculty advisory committee completion of classroom assessments, and participation in professional societies.	Both
Professional Behavior	Candidates will promote the success of all students by understanding the larger political, social, economic, legal and cultural issues.	Candidates will demonstrate successful completion of tasks and ratings in EAS, as well as successfully complete the Qualifying Exam and Oral Defense as measured by the university faculty advisory committee.	Both

C. Research

In addition to required coursework, Educational Leadership Ed. D. students will learn to be active consumers of research in order to plan curriculum and design classroom and student learning activities. Additionally, students will participate in professional organizations and in the practice of scholarship through professional presentations, journal manuscripts, and/or attendance at national, state, or local professional organizational meetings.

D. Assessment Timeline

Program: Ed.D. in Educational Leadership College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Written and Oral Reviews of Research (during coursework)	Written Qualifying Exam (Upon Coursework Completion)	
Skills			
#2	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)	
#3	Key Tasks (Tracked in EAS; During Coursework)		
Professional Behavior			
#4	Key Tasks (Tracked in EAS; During Coursework)	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)
#5	Key Tasks (Tracked in EAS; During Coursework)	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)

E. Assessment Cycle

Program: Ed.D. in Educational Leadership College: Education
 Analysis and Interpretation: Sept 30
 Program Modifications: Completed by Dec 15th
 Dissemination: Completed by Feb

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		x	x	x	x	x	x
Skills							
#2		x	x	x	x	x	x
#3		x	x	x	x	x	x
Professional Behavior							
#4		x	x	x	x	x	x
#5		x	x	x	x	x	x

F. Measurement Tools

Content Knowledge-Upon completion of coursework, students are required to complete a comprehensive qualifying exam which includes questions from core areas. This exam is either take-home or taken during an exam period depending upon the student's faculty advisor. In individual courses students are required to conduct research literature reviews on topics identified by the faculty member and submit a written assessment of major research trends in the area.

Skills- The required qualifying exams measure students' content knowledge and ability to synthesize research related to the topics assessed on the exam.

Professional Behavior-each course in the program has presentation component, in which students are required to make oral presentations in class on selected research topics. This exercise provides them with the necessary skills to practice professional presentations necessary for the professoriate. In addition, the Ed. D. candidates are assigned a faculty advisor early in their program and are required to participate in developing scholarly presentations, review professional journals, and join professional organizations (e.g., UCEA, AERA, NEFA).

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Bernie Oliver	School of Human Development and Organizational Studies	beoliver@coe.ufl.edu	273-4358
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: RATING SCALE FOR THE QUALIFYING EXAM

Student Name _____ Chair _____

Committee Member _____

External Committee Member _____

Term of Exam _____ Oral Exam _____

PLEASE RETURN THIS FORM TO THE COMMITTEE CHAIR

Please indicate carefully on the following scale your rating of this paper. It may be helpful to keep in mind the readers of examination papers in the College of Education have traditionally been guided by the following criteria, among others:

I. Understanding of Material and Concepts.

Indicates familiarity with basic concepts and materials in area; is precise in use of concepts and ideas; uses educational language effectively, avoiding inappropriate jargon and clichés.

II. Clarity of Expression.

Keeps discussion relevant to question; is clear and concise; logical flow of ideas.

III. Evidence of Scholarship.

Knows basic sources and major research in area; uses references appropriately. Gives facts accurately and cites generalizations correctly.

IV. Critical Mindedness.

Supports beliefs and evidence; evaluates sources cited; presents evidence of reflection on reading.

V. Creativity.

Is sensitive to ramifications of problems; synthesized own solutions to problems; shows insight in diagnosis; proposes own solutions.

Pass

Fail

NOTE: Use the space below and back to make comments regarding your appraisal of the paper. You may keep the attached copy of the examination.

Return only the Rating Scale to the committee chair.

COMMENTS:

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			Comments
Component	Criterion	Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				