

**Ph.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*

## Table of Contents

Academic Assessment Plan for Ph.D. in Educational Leadership .....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures.....	4
C. Research.....	5
D. Assessment Timeline.....	6
E. Assessment Cycle .....	6
F. Measurement Tools .....	7
G. Assessment Oversight.....	7
Appendix 1: RATING SCALE FOR THE QUALIFYING EXAM.....	8
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric.....	10
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued..	11

# Academic Assessment Plan for Ph.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 Ph. 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 20<sup>th</sup> by US News and ranked 13<sup>th</sup> 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 21<sup>st</sup> 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, supervision, evaluation, and research.	Candidates will successfully complete the qualifying exam as measured by the candidates' university faculty advisory committee.	Campus
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 examination and oral demonstration of evaluation and dissertation research as measured by the candidates' university faculty advisory committee.	Campus
Skills	Candidates will identify and explain competencies and skills of instructional leadership, operational leadership and school leadership to promote the success of all students.	Candidates will demonstrate successful completion of tasks and ratings tracked via the Educator Assessment System (EAS) as measured by the candidates' university faculty advisory committee.	Campus
Professional Behavior	Candidates will participate in professional organizations and will apply ethical behavior and professional conduct.	Candidates will attend and apply to present research at professional conferences. The candidate's faculty advisory committee will determine whether candidate successfully meets this outcome.	Campus
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 all assigned tasks and ratings in the Educator Assessment System (EAS) as determined by the faculty advisory committee.	Campus

## C. Research

Educational Leadership Ph.D. students will engage in a number of research activities throughout the program, including coursework and experiences. These activities are designed to accomplish two overarching goals related to research knowledge and skills:

- Majors will achieve a thorough understanding of the concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology.
- Majors will apply their understanding of the research process by formulating hypotheses, planning and designing educational research studies, planning and designing methodological research studies, analyzing data, and reporting results.

These activities include the following:

- Students are required to take a 4-course research methods/statistics core which provides them with professional understanding of quantitative and qualitative methodologies.
- Students are required to take an advanced research seminar which enables them to apply their methodological experiences to educational administration & policy content. A significant outcome of this course is the completion of the first 3 chapters of the dissertation.
- Students have numerous opportunities to make scholarly presentations with faculty and other students when funding support is available. In some instances, students have the opportunity to co-author papers with faculty for presentation and publication.

## D. Assessment Timeline

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

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
#1	Qualifying exam (Upon Coursework Completion)		
<b>Skills</b>			
#2	Written Qualifying exam (Upon Coursework Completion)	Oral Qualifying exam (Upon Coursework Completion)	Dissertation completion (Final Semester)
#3	Key Tasks (Tracked in EAS; During Coursework)		
<b>Professional Behavior</b>			
#4	Attend/Apply to Present at Professional Conference(s) (By Program Completion)		
#5	Key Tasks (Tracked in EAS; During Coursework)		

## E. Assessment Cycle

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

Analysis and Interpretation:      Sept. 30     

Program Modifications: Completed by    Dec 15     

Dissemination: Completed by    Feb 15     

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		x	x	x	x	x	x
<b>Skills</b>							
#2		x	x	x	x	x	x
#3		x	x	x	x	x	x
<b>Professional Behavior</b>							
#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. A significant piece of this exam is the question addressing a dissertation prospectus in which students identify research questions, purpose, research methodology and potential data sets. 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-Students must complete a 4 course requirement in research methodology and enroll in advanced research seminars in their topic areas. The required qualifying exams measure students' content knowledge and ability to synthesize research related to the topics assessed on the exam. In addition students are required to develop a dissertation topic (usually 3 chapters) and defend before their dissertation committee/chair. The final measurement of their skills is the completion of the dissertation and the oral defense.

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 Ph. 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.

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Pass

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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:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Mission Statement</b>	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.				
<b>Student Learning Outcomes (SLOs) and Assessment Measures</b>	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
<b>Research</b>	Research expectations for the program are clear, concise, and appropriate for the discipline.				
<b>Assessment Map</b>	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.				
<b>Assessment Cycle</b>	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	
<b>Measurement Tools</b>	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.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				