

2012-2013 M.A.E. in English Education Academic Assessment Plan

College of Education
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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A.E. in English Education

College of Education

A. Mission

The English Education program at the University of Florida is dedicated to the preparation of exemplary practitioners and scholars who understand the role of language, texts, and culture in education and the importance of assisting all students in developing the literacy skills they need to have productive, insightful, and meaningful lives as participants in a democratic society.

Our mission is aligned with the mission of the University of Florida to nurture “generations of young people from diverse backgrounds to address the needs of the world’s societies” and to support students “in the creation of new knowledge and the pursuit of new ideas.” We also work to “foster multi-cultural skills and perspectives” in our teaching and research.

We align with the mission of the College of Education in our work to prepare exemplary practitioners and scholars who will contribute to solving “critical educational and human problems in a diverse global community.”

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will demonstrate mastery of research-based knowledge of English Education best practices of teaching and learning.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus
Skills	The student will apply knowledge to investigate a significant problem or original question within the field of English Education.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus
Professional Behavior	The student will complete a written thesis or project and an oral presentation of a topic of investigation within English Education.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus

C. Research

Students enrolled in an M.A.E. program in English Education undertake a 6-hour thesis or project in lieu of thesis. Students select their own focus for research and are required to submit a research proposal and a University of Florida Institutional Review Board proposal if appropriate (i.e., when doing in-the-field data collection) prior to initiating their study. In the field of English Education, research is primarily qualitative, that is, it is descriptive and interpretive.

D. Assessment Timeline

Program: M.A.E. in English Education

College: Education

Assessment	Assessment 1
SLOs	
Knowledge	
#1	Thesis or Project defense (Prior to graduation-last semester of program)
Skills	
#2	Thesis or Project defense (Prior to graduation-last semester of program)
Professional Behavior	
#3	Evaluation of Written Thesis or Project and Oral Defense (Prior to graduation-last semester of program)

E. Assessment Cycle

Program: M.A.E. in English Education

College: Education

Analysis and Interpretation:

Completed by 9/30 each year

Program Modifications:

Completed by 9/30 each year

Dissemination:

Completed by 5/31 each year

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
Professional Behavior							
#3		X	X	X	X	X	X

F. Measurement Tools

Students' coursework and grades are used to measure their progress. The culminating assessment is the thesis or project in lieu of thesis. Assessment of the culminating work is based on a students' demonstration of ability to synthesize ideas from multiple sources and to collect and analyze data appropriate to the purpose of the project or thesis. A written report and oral defense are assessed by two faculty members (Appendix 1).

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Barbara Pace	School of Teaching and Learning	pace@ufl.edu	273-4224
Jane Townsend	STL	jst@coe.ufl.edu	273-4234
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: University of Florida Graduate School Thesis Final Exam Form

Final Exam Form

<http://gradschool.ufl.edu/gims/forms/final-exam-print.asp>

Nonthesis Thesis Project Dissertation

UNIVERSITY OF FLORIDA - GRADUATE SCHOOL REPORT ON THESIS OR DISSERTATION AND/OR FINAL EXAMINATION

To the Dean of the Graduate School:

Date: 1/31/2013 9:40:22 AM

UFID:

has submitted, in partial fulfillment of the requirements for the degree of

Master of Arts in Education in the College of Education

a project Entitled:

This has been examined by all members of the candidate's supervisory committee and has been

Approved:

Rejected:

Not Applicable:

The committee has examined the candidate on 02/14/2013(date) in accordance with the regulations governing the Final Examination and has adjudged his/her performance.

Satisfactory:

Unsatisfactory:

Exceptions or qualifications are noted as follows: No exceptions or qualifications noted

Name

Department

Signature

--- (Chair)

Teaching and Learning

Teaching and Learning

***All members of the Supervisory Committee, including the external member, must be members of the Graduate Faculty and must be present for the final doctoral or master's examination and sign this form. The original, printed version of this form with all signatures must be retained at the Department level. Data from the completed form must be submitted electronically via GIMS to the UF Graduate School.**

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	
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				