

Ed.D. in Research and Evaluation Methodology Academic Assessment Plan 2012-13

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 Ed.D. in Research and Evaluation

Methodology

College of Education

A. Mission

The mission of the Research and Evaluation Methodology (REM) program is to generate, evaluate, apply and disseminate knowledge about educational research methodology, to prepare exemplary educational research methodologists, and to collaborate with others to provide methodology for the advancement of educational research. This mission aligns with College of Education's and University of Florida's missions because it results in research strategies for knowledge discovery to solve 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	Majors will identify, define, explain, and describe the concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology.	Majors will achieve an average grade of B+ in courses within the major and receive passing scores from faculty on their written and oral qualifying exams.	Campus
Skills	Majors will formulate hypotheses, plan and design educational research studies, plan and design methodological research studies, analyze data, and report results at an advanced level.	Students will successfully complete their dissertation and receive a satisfactory review from program faculty.	Campus
Professional Behavior	Majors will participate in professional organizations, research presentations, or scholarly publications.	Majors will meet one or more of the following goals by the end of their third year: become a member of at least one professional organization, attend a national convention, contribute to a review of a journal manuscript submission, be an author or coauthor of at least one conference presentation, or be an author or coauthor of at least one journal article.	Campus

C. Research

The Ed.D. students in Research and Evaluation Methodology are expected to produce methodological research in collaboration with the program faculty, to present methodological research in state, regional, national or internal conferences, and to collaborate in the preparation of research papers for publication. The REM program prepares Ed.D. students to become methodological researchers by requiring the completion of comprehensive coursework in educational research methodology, engaging students in collaborative projects with faculty, and providing opportunities for students to present methodological research.

Preparation: REM students meet with their advisors to develop a written program of work that includes required research methodology classes and electives. Most intermediate and advanced classes in the REM program required the completion of a research proposal. Under the supervision of the academic advisor and/or course instructor, REM students submit these research proposals to major conferences such as the annual meetings of the American Educational Research Association, Florida Educational Research Association, and National Council on Measurement in Education. After the project is presented at a national, regional or state conference, the student's may submit their papers for publication. REM students also apply for internships at major testing companies such as the Educational Testing Service (ETS), ACT and Pearson. A list of companies where REM students can find internships is posted in the REM website. REM faculty serve on journal editorial boards and reviewers for both methodologically oriented and substantively oriented journals. Most of these journals permit students to write co-reviews of submitted manuscripts. REM faculty announce to all REM students opportunities to co-review papers with REM faculty. Every student completes an annual evaluation form identifying the student's research productivity.

D. Assessment Timeline

Program: Ed.D. in Research and Evaluation Methodology

College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Student Progress Review: Course grades (End of Spring Semesters)	Written Qualifying Exams (After completion of required coursework)	Oral Qualifying Exams (After completion of required coursework)
Skills			
#2	Dissertation Completion and Review (Dissertation Defense)		
Professional Behavior			
#3	Student Progress Review: Participation in professional organizations, research presentations, and publications (End of Spring Semesters)		

E. Assessment Cycle

Program: Ed.D. in Research and Evaluation Methodology

College: Education

Analysis and Interpretation:

Completed by September 30th

Program Modifications:

Completed by end of Spring Semester

Dissemination:

Completed by fall semester

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

F. Measurement Tools

The REM Ed.D. students' knowledge of concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology are measured through course grades which are audited by the REM faculty at the students' annual review at the end of Spring semesters. The REM students' are also expected to receive passing scores on their written and oral qualifying exams.

The REM Ed.D. student's ability to 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 is evaluated by the dissertation committee at the dissertation proposal meeting and dissertation defense.

The extent of REM Ed.D. students' participation in professional organizations, research presentations, or scholarly publications is measured at the student's annual review at the end of spring semesters. By their third year, Ed.D. students are expected to have completed at least one the following: become a member of at least one professional organization, attend a national, regional or state convention, contribute to a review of a journal manuscript submission, be an author or coauthor of at least one conference presentation or be an author or coauthor of at least one journal article.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Walter Leite	School of Human Development and Organizational Studies	walter.leite@coe.ufl.edu	273-4302
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Appendix 1: Annual REM Ed.D. Student Progress Review

For 2012/2013 Review

Submission Deadline: April 24th, 2013

Student Name:

Academic Year: Click to Select Year

Year Entered Program: Click to Select Year

Advisor/Temporary Advisor: Click to Select Faculty

This annual review consists of 5 sections:

1. Coursework requirements and progress.
2. Academic Program Summary and Dissertation Committee.
3. Research Progress.
4. Professional Activities.
5. Self-Evaluation and Future Goals.

Section 1: Coursework

Please indicate courses taken to date

Course Number (e.g., EDF6403)	Course Name (e.g. Quantitative Foundations of Educational Research)	Semester and Year	Grade Earned

Please indicate courses to be completed

Course Number	Course Name	Planned Semester and Year

Section 2: Academic Program Summary

Plan of study filed:	<input type="checkbox"/> Yes	If no, expected date:
Coursework completed:	<input type="checkbox"/> Yes	If no, expected date:
Qualifying Exam completed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Committee formed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Proposal completed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Defense completed:	<input type="checkbox"/> Yes	If no, expected date:
Expected Graduation Date:		

Dissertation Committee

Major Professor (Chair):
Committee Member:
Committee Member:
Committee Member:
Committee Member:

Section 3: Research Progress

A. Faculty Research

List research activities with faculty over the past 12 months. For each item briefly describe your contribution (e.g., data analysis, data collection, programming, literature search, writing, etc.)

Faculty	Activity	Semester
		Select Semester
		Select Semester
		Select Semester
		Select Semester
		Select Semester
		Select Semester

B. Publications

List publications over the past 12 months – published, forthcoming, submitted

Title	Co-Authors	Target Journal	Status
			Select Status
			Select Status
			Select Status
			Select Status

C. Conference Presentations

List conference presentations over the past 12 months

Title	Co-Authors	Conference

D. Dissertation Progress

Briefly provide progress over past 12 months on dissertation research

Section 4: Professional Activities

List memberships held in professional associations:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List professional service activities completed within the last 12 months (conferences attended, speaking engagements, reviewer, conference planner, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Section 5: Self-Evaluation and Future Goals

1. Briefly describe your experience in the REM program over the past year, including your accomplishments, setbacks, and personal strengths and weaknesses as they relate to your performance in the program.

2. Briefly discuss your goals for the coming year and what you plan to do to accomplish them.

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				