M.A.E. in Reading Education 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 M.A.E. in Reading Education
College of Education

A. Mission

In support of both the institutional and college mission, the aim of the Reading M.A.E. program is to prepare reading specialists who are capable of assuming leadership roles in designing and implementing evidence-based, effective classroom reading assessment and instruction in K-12 settings.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student identifies, describes, and explains general and subject-specific best practices in Reading Education.	Students will receive a satisfactory rating on the defense of the thesis, as rated by the faculty members on the student's MAE committee.	Campus
Skills	The student investigates a significant problem or an original question within the field of Reading Education.	Students will receive a satisfactory rating on the defense of the thesis, as rated by the faculty members on the student's MAE committee.	Campus
Professional Behavior	The student describes and defends a thorough and valid understanding of the formal body of knowledge and area of inquiry within the field of Reading Education.	Students will receive a satisfactory rating on the defense of the thesis, as rated by the faculty members on the student's MAE committee.	Campus

C. Research

Students are expected to be capable of independent investigation that culminates in a thesis presenting original research. Specifically, they are expected to be able to generate research questions of practical significance, use scientific methods to investigate these questions, clearly report and interpret findings, and discuss the implications of these findings for policy and practice. Students develop their research skills through both coursework and research apprenticeship with faculty advisor.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program: M.A.E. in Reading Education   College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Successful defense of thesis prior to graduation		
Skills			
#2	Successful defense of thesis prior to graduation		
Professional Behavior			
#3	Successful defense of thesis prior to graduation		

E. Assessment Cycle

Program: M.A.E. in Reading Education   College: Education
Analysis and Interpretation: October 1 through December 30
Program Modifications: Completed by March 15
Dissemination: Completed by May 15

Year SLOs	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

A rating rubric is used to evaluate the quality of the thesis (Appendix 1).

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Zhihui Fang	School of Teaching and Learning	zfang@coe.ufl.edu	273-4231
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Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Rating Rubric for Master's Thesis

Each member of the committee should use this rubric to evaluate the student's thesis. Indicate your score by including with an 'X' in the appropriate box for *Satisfactory* or *Unsatisfactory* for Area 1 (Core Area of Knowledge) and Area 2 (Clarity of Expression).

		Satisfactory		Unsatisfactory	
Core Areas of Knowledge	Area of Specialization	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry.	☐	Misinterprets or fails to identify the formal body of knowledge and area of inquiry.	☐
	Research Methods	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry.	☐	Misinterprets or fails to identify the formal body of knowledge and area of inquiry.	☐
Core Area of Knowledge	Communication	Communicated with clarity and specificity.	☐	Highly ambiguous, not clear or specific.	☐
	Structure, Organization & Grammar	Organizational structure establishes a relationship among ideas. Exhibits reasonable and appropriate grammatical conventions, sentence formation, organization and mechanics.	☐	Organizational structure is incomplete or confusing and does not establish a connection among ideas. Does not exhibit appropriate grammatical conventions, sentence formation, organization and mechanics.	☐

Comments and/or Conditions:

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

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Met	Partially Met	Not Met	Comments
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.				

Graduate Academic Assessment Plan – M.A.E. in Reading Education

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				