ASSESSMENT PLAN/REPORT
FOR

Educational Leadership – Tampa, Lakeland & Sarasota Campuses M.Ed.
(Academic Degree Program and Campus) (Degree Level)
2002-2003 3-30-04
(Assessment Period Covered) (Date Submitted)

Planning Instructions:
Identify at least three student learning outcomes and complete the following portions of this plan. Student learning outcomes are defined in terms of what students will know, or be able to do, or believe as a result of instruction. The completed plan is e-mailed to Oaplan@acad.usf.edu

Reporting Instructions:
At the end of the assessment period, the assessment report is prepared and e-mailed to: Oareports@acad.usf.edu The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.
Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

Students completing the M.Ed. Program and seeking Florida State Certification in Level 1 K-12 Educational Leadership will demonstrate knowledge of management, communication, and school operations.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: Students seeking Florida State Certification in Level 1 K-12 Educational Leadership will take the Florida Educational Leadership Examination (FELE) during or after their last semester of course work.

Criteria for Success: The overall pass rate on all four administrations of the FELE exam will be at least 90%.

Means of Assessment #2: The 8 FELE subtest scores will be reviewed to determine pass rates for individual subtests.

Criteria for Success: Students will complete all 8 subtests of the FELE exam (Leadership, Management, Personnel, Communication, Curriculum, Finance, Law & Technology) with a 90% or better pass rate on each subtest.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: A total of 191 students took the FELE exam over the four administrations in October 2002, January 2003, April 2003, and July 2003. The overall pass rate over all four administrations of the exam was 94%.

The 8 FELE subtests were reviewed to determine pass rates for individual subtests. Over the four administrations of the FELE exam in October 2002, January 2003, April 2003, and July 2003, the subtest pass rates were: Leadership 93%; Management 94%; Personnel 94%; Communication 88%; Curriculum 95%; Finance 94%; Law 96%; Technology 96%.

Use of Results: Faculty reviewed the FELE results and were pleased that the overall pass rate over all four administrations of the exam had increased and that
pass rates for the 8 subtests over all four administrations of the exam had increased. Faculty again reviewed the course syllabi in relation to the content domains of the Communication subtest.

The Department of Educational Leadership & Policy Studies was established in July 2002 as an entity separate from the former Department of Leadership Development. Faculty embarked on a program review in fall 2002 to make initial revisions to the M.Ed. Program to better align with NCATE and emerging State standards for the principalship. Faculty discussed the program’s approach to integrating the Communication content across courses. As the faculty continue their review of the program in relation to the 2002 NCATE standards, the issue of creating a separate course related to communication for school leaders will be revisited.
Outcomes Assessment Plan/Report

Student Learning Outcome #2

What will students know or be able to do or believe? Be specific.

Students completing the M.Ed. Program will be able to apply knowledge to problem-based cases in the practice of educational leadership.

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Means of Assessment #1: During or immediately after their last semester of course work, students seeking the M.Ed. degree take a comprehensive examination over five content areas: finance, law, curriculum and instruction, administration/supervision, and leadership. The examination requires students to apply theory and research to problems of practice.

Criteria for Success: Students will pass all five content areas of the comprehensive exam with a 90% pass rate on the first attempt.

Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on student learning.

Criteria for Success: Describe the criteria for success related to this means of assessment.

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Findings: In 2002-2003 172 students took the comprehensive exam. The first attempt pass rate on the 2002-2003 comprehensive examinations was 99%.

Use of Results: An analysis of student responses indicated that while students did well in demonstrating their knowledge of the finance, law, curriculum and instruction, administration/supervision, and leadership content areas on the exam, they could still improve in their application of knowledge to problems of practice. While the State of Florida does not require a practicum for certification, the department established a practicum requirement for all students in the M.Ed. program effective January 2004.
Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

Students completing the M.Ed. Program will believe they have gained knowledge relevant to their work and are able to apply that knowledge to their professional responsibilities.

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It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: A college-wide survey of Master’s program graduates’ perceptions of their graduate preparation is administered by the College. Two items on the survey address graduates’ perceptions of their preparedness to carry out their professional responsibilities and their confidence in their ability to apply knowledge learned to their work.

Criteria for Success: At least 90% of the students completing the college-wide survey will indicate that they agree or strongly agree that the M.Ed. Program prepared them to carry out their professional responsibilities and that they were confident in their ability to apply knowledge learned to their work.

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Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on student learning.

Criteria for Success: Describe the criteria for success related to this means of assessment.

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Findings: Results of the college-wide survey of 2002-2003 graduates indicate that 87% of the students completing the survey agreed (57%) or strongly agreed (30%) that the M.Ed. Program prepared them to carry out their professional responsibilities, and 91% of the students completing the survey agreed (52%) or strongly agreed (39%) that they were confident in their ability to apply knowledge learned to their work.

Use of Results: Linking theory and research to practice is still an area for improvement. The department hired two new faculty with experience and expertise in developing programs to meet NCATE/ELCC standards for performance-based leadership preparation programs. In fall 2003 the department will begin a program review, revision, and development process to align program content, learner outcomes, and assessments with performance-based standards.