Outcomes Assessment Plan/Report

Form C

University of South Florida, Institutional Effectiveness, Office of the Provost

ASSESSMENT PLAN/REPORT FOR

Educational Leadership – Tampa, Lakeland & Sarasota Campuses
(Academic Degree Program and Campus)
M.Ed.
(Degree Level)
2003-2004
(Assessment Period Covered)
7-7-04
(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 across 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 164 students took the FELE exam over the three administrations of the exam in October 2003, January 2004, and April 2004. The July 2004 exam has yet to be administered. The overall pass rate over all three administrations of the exam was 93%.

The 8 FELE subtests were reviewed to determine pass rates for individual subtests. Over the three administrations of the FELE exam in October 2003, January 2004, and April 2004, the subtest pass rates were: Leadership 93%; Management 92%; Personnel 93%; Communication 92%; Curriculum 93%; Finance 95%; Law 93%; Technology 94%.
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**Use of Results:** Faculty reviewed the FELE results and were pleased that the overall pass rate over all three administrations of the exam had remained relatively stable and that pass rates for the 8 subtests over all three administrations of the exam had also remained relatively stable, with an increase in the pass rate for the Communication subtest.

The Department completed an alignment of the NCATE/ELCC standards for Educational Leadership, the State draft standards for the principalship, and the FELE competencies. The results of the alignment initiated and will drive program revision in 2004-2005 to include establishment of program learning domains, content standards, and learning outcomes and performance-based assessments in each domain.

The proposed State standards for the principalship are aligned with the NCATE/ELCC standards. Approval of the new State standards is expected in fall 2004 and will result in a revision of the FELE exam. Some faculty will be involved in the State’s revision of the exam.
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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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: 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: The Finance and Leadership sections of the comprehensive examination will be more specifically reviewed for students' ability to apply knowledge of educational leadership theory and/or research to analyze and respond to a problem of practice.

Criteria for Success: 90% of the students taking the Finance and Leadership sections of the comprehensive exam will demonstrate the ability to apply knowledge of educational leadership theory and/or research to analyze and respond to a problem of practice on the first attempt.

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Findings: In 2003-2004 102 students took the comprehensive exam in the fall and spring semesters. The summer administration of the exam is yet to be completed. The overall first attempt pass rate on the 2003-2004 comprehensive examinations was 98%.

On the Finance and Leadership sections of the comprehensive exam, the first attempt pass rate was 88%.

Use of Results: Students continued to do well demonstrating their knowledge of the finance, law, curriculum and instruction, administration/supervision, and leadership content areas on the exam. The overall pass rate is high.

Comprehensive exams have historically been evaluated in a wholistic way. For the Finance and Leadership sections of the comprehensive exam, scoring rubrics were developed to better ascertain students' ability to apply their knowledge of finance and leadership content to
problems of practice. The use of rubrics enabled a more specific assessment of students’ ability to discuss theory and research related to a specific problem and to identify how theory and research is either a) manifested in policy or practice, b) applicable to the resolution of a problem of practice, or c) at odds with policy or practice. The use of rubrics helped faculty to think about the utility of rubrics as a means for better assessment of specific expectations or learning outcomes.

The faculty’s work on aligning the M.Ed. program with the NCATE/ELCC standards, together with the pilot use of scoring rubrics for the comprehensive exam, will be useful for the faculty as they move to portfolio assessment rather than a written comprehensive exam in 2004-2005. The portfolio will be organized around the program learning domains and will include performance-based assessments that demonstrate program learning outcomes in each domain. The performance assessments and the portfolio will be scored using scoring rubrics.
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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.

Means of Assessment #2: A survey of Master’s program graduates’ perceptions of their graduate preparation will be administered by the department in summer 2004. The survey will be distributed to M.Ed. graduates from fall 2002 through spring 2004 and will examine students’ perceptions of their preparedness in relation to the NCATE/ELCC standards.

Criteria for Success: At least 90% of the students completing the department survey of students’ perceptions of their preparedness in relation to the NCATE/ELCC standards 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.

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: Results of the college-wide and department surveys have not been received as yet.

Use of Results:

Duplicate this sheet to assess additional student learning outcomes.