**Dear Reviewer,**

**Effective Spring 2019, several changes were made regarding the doctoral comprehensive exams.**

To support transparency for students and reliability of evaluation, the comprehensive exam rubric guides grading. This rubric continues to be a work in progress. We look forward to your feedback.

**New process and standards communicated to students:**

* Please review the attachment labeled **“DOC\_COMPS\_HED ANNC+ INSTRUC-10-19-2018 ver 2”**
* In the new format, only Written Exams will usually be administered, and we no longer have three parts.
* The revised format is now a take-home exam. The students have three weeks to complete their three questions (EDD and four questions (PHD).
* Oral Exams will be convened only if there are substantial questions regarding the quality of the Written submission- we depend on you to notify us of these issues.
* APA accurate, in-text citations and a reference list for each question are required.
* **Direct quotations of passages from the reading are neither expected, nor required.** The focus is on understanding, analysis, critique, synthesis and integration.
* **Students understand we will use TurnitIn/IThenticate** to screen all documents.

**THIS DOCUMENT INCLUDES THE RUBRIC AND DETAILED CRITERIA. THERE IS SEPARATE, STREAMLINED GRADING FORM WHICH YOU SUBMIT ALONG WITH EDITED DOCUMENT (IF YOU PROVIDE SUCH EDITS)**

**GRADING HIGHER EDUCATION COMPREHENSIVE EXAMS**

Thank you for your decision to serve and support our students and department by grading qualifying exams. While this role is certainly an honor, we all know it requires a substantial time commitment and carries with it great responsibility. We thank you in advance for serving in this critical capacity.

**Evaluation Directions:** When reading and evaluating each student’s qualifying examination papers

1. Please remember to apply the same FERPA guidelines regarding confidentiality, protection of student work, etc. to these exams as we do to all student work;
2. Please realize this is a transparent process and each student, major professor, and program coordinator will see your responses/feedback to their essays;
3. Please, thoughtfully use the program’s holistic scoring assessment rubric (attached);
4. Please use the space provided (and additional pages if needed) to provide feedback to students as needed. These comments will be especially crucial in a case when a student “Fails” a question;
5. You may use the Rubric Grid (attached) or the Grading Form to record your feedback;

(F) Please return the completed a) Final Report and b) the edited student document (if you provided edits/comments) to the major professor or Program Coordinator (Dr. Kathleen P. King at ED 220E or [Kathleen.King@UCF.edu](mailto:Kathleen.King@UCF.edu)).

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| **PHD EDUCATION, HIGHER EDUCATION *TRACK*** | |
| **2019+ FORMAT COMPREHENSIVE EXAMS** | |
| **Written Exam:** | **Oral Exam:** |
| **Q 1: Core & Theory** | * When a student successfully passes the Written portion of the Comprehensive Exams, the Oral Exam will be considered successfully completed. * The Oral Exam will only be convened if it is needed to clarify/support a student’s performance regarding his/her Written Exam. * When an Oral Exam is scheduled, students will receive written feedback on their Written Exam in advance to be able to prepare to address the questions and comments noted by the reviewers. |
| **Q 2: Specialization and Praxis** |
| **Q 3: Teaching** |
| **Q 4: Research & Theory** |

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| **PHD EDUCATION, HIGHER EDUCATION TRACK**  **2019+ COMPREHENSIVE EXAM** | | | | | |
| ***QUESTION NUMBER*** | ***ASSOCIATED COURSES*** | ***Criteria*** | ***Fail/***  ***Unsatisfactory*** *(1)*  *Contains several significant inaccuracies, errors, and/or deficiencies in the response. Little evidence of student’s advanced competency development.* | ***Pass/Satisfactory (2)*** *Presents a generally competent analysis of the question posed and conveys meaning adequately. Such responses likely have evidence that the student is in the process of developing proficiency.* | ***Proficient (3)***  *Provides a comprehensive, cogent, well- reasoned and articulated analysis of the question.* |
| **Q 1: Higher Education Core** | * Research and methodology courses AND one of the following courses * Higher Education History & Philosophy, * Organizational Theory and Practice in Higher Education, * Legal Issues in Higher Education, * Finance in Higher Education | 1. Reveals mastery of detailed content for the question |  |  |  |
| 1. Demonstrates critical analysis of the question, problem or issue |  |  |  |
| 1. ***Demonstrates accurate understanding and application of research concepts.*** |  |  |  |
| 1. Accurately connects theory, research and practice (where applicable) |  |  |  |
| 1. Demonstrates clear logic and organization in writing |  |  |  |
| 1. Accuracy in academic Standard English and APA in document |  |  |  |
| ***QUESTION NUMBER*** | ***ASSOCIATED COURSES*** | ***Criteria*** | ***Fail/***  ***Unsatisfactory*** *(1)* | ***Pass/***  ***Satisfactory (2)*** | ***Proficient (3)*** |
| **Q 2: Higher Education Specialization: Praxis** | * Leadership in Higher Educ., * Public Policy, * Conflict/Change/Stability, * Legal Issues, * Higher Education Literature (Prospectus), * Organizational Theory * Higher Education History & Philosophy, * Finance in Higher Education | 1. Reveals mastery of detailed content for the question |  |  |  |
| 1. Demonstrates critical analysis of the question, problem or issue |  |  |  |
| 1. ***Accurately connects theory, research and practice*** |  |  |  |
| 1. ***Synthesizes solutions: Practice & literature*** |  |  |  |
| 1. Demonstrates clear logic and organization in writing |  |  |  |
| 1. Accuracy in academic Standard English and APA in document |  |  |  |
| ***QUESTION NUMBER*** | ***ASSOCIATED COURSES*** | ***Criteria*** | ***Fail/***  ***Unsatisfactory*** *(1)* | ***Pass/***  ***Satisfactory (2)*** | ***Proficient (3)*** |
| **Q3: Higher Education: Research and Theory** | * Research Courses * Specialization, Core, and Elective courses. | 1. Reveals mastery of detailed content for the question |  |  |  |
| 1. Demonstrates critical analysis of the question, problem or issue |  |  |  |
| 1. Demonstrates accurate understanding and application of research concepts. |  |  |  |
| 1. Synthesizes solutions: Practice & literature |  |  |  |
| 1. Demonstrates clear logic and organization in writing |  |  |  |
| 1. Accuracy in academic Standard English and APA in document |  |  |  |
| 1. Demonstrates critical analysis of the question, problem or issue |  |  |  |
| ***QUESTION NUMBER*** | ***ASSOCIATED COURSES*** | ***Criteria*** | ***Fail/***  ***Unsatisfactory*** *(1)* | ***Pass/***  ***Satisfactory (2)*** | ***Proficient (3)*** |
| **Q4: Higher Education Teaching** | * Specialization and Core courses. | 1. Reveals mastery of detailed content for the question |  |  |  |
| 1. Demonstrates critical analysis of the question, problem or issue |  |  |  |
| 1. Accurately connects theory, research and practice. |  |  |  |
| 1. Synthesizes solutions: Practice & literature |  |  |  |
| 1. Demonstrates clear logic and organization in writing |  |  |  |
| 1. Accuracy in academic Standard English and APA in document |  |  |  |
| ***ORAL***  ***EXAM*** | ***ASSOCIATED***  ***CONTENT*** | ***Criteria*** | ***Fail/***  ***Unsatisfactory*** *(1)* | ***Pass/***  ***Satisfactory (2)*** | ***Proficient (3)*** |
| Only convened if it is needed to clarify/support a student’s performance regarding the Written Exam. | * All program course work is relevant * Orals Exam focuses on issues related to the Written Exam * Orals Exam may also include upcoming dissertation proposal work | 1. Reveals mastery of detailed content for the question 2. Demonstrates critical analysis of the questions, problems or issues 3. ***Demonstrates accurate understanding and application of research concepts.*** 4. Accurately connects theory, research and practice (where applicable) 5. ***Synthesizes solutions: Practice & literature*** 6. Demonstrates clear logic and organization in writing 7. Addresses accuracy in academic Standard English and APA in document |  |  |  |

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| **DETAILED CRITERIA EXPLANATIONS** | ***Fail/Unsatisfactory*** *(1)*  *Contains* ***several significant inaccuracies, errors, and/or deficiencies*** *in the response. Few responses provide evidence of student’s advanced competency development.* | ***Pass/Satisfactory (2)***  *Presents a* ***generally competent analysis*** *of the question posed and conveys meaning adequately. Such responses likely have evidence that the student is in the process of developing proficiency.* | **Proficient (3)**  *Provides* ***a comprehensive, cogent, well- reasoned and articulated analysis*** *of the question.* |
| 1. Reveals Mastery of Detailed Content for Question | ***Fails*** *to demonstrate* ***familiarity with relevant scholarship*** *on the questions and topics by* ***not referencing and improperly interpreting*** *appropriate major authors, literature, and research (especially widely cited, refereed, or empirical sources).* | *Demonstrates* ***familiarity with relevant scholarship*** *on the questions and topics by referencing and properly interpreting appropriate major authors, literature, and research (especially widely cited, refereed, or empirical sources).* ***Some*** *of the sources referenced/cited in responses are* ***not accurately described and interpreted****.* | *Demonstrates* ***significant knowledge of relevant scholarship*** *on the questions and topics by referencing and properly interpreting appropriate major authors, literature, and research (especially widely cited, refereed, or empirical sources). The sources referenced/cited in responses should be accurately described and interpreted.* |
| 1. Critically Analyzes the Question, Problem or Issue | ***Fails*** *to demonstrate* ***critical thinking*** *by* ***inaccurately*** *identifying the critical, relevant arguments pro and con, not thoughtfully analyzing and evaluating diverse perspectives, inaccurately interpreting evidence, being biased in evaluating evidence, not substantiating key results, not explaining reasons offered and assumptions made, and not synthesizing information from a variety of sources.* | *Demonstrates limited* ***critical thinking*** *as demonstrated by* ***INCOMPLETELY FULFILLING*** *two of the following: identifying the critical, relevant arguments pro and con, thoughtfully analyzing and evaluating diverse perspectives, accurately interpreting evidence, being unbiased in evaluating evidence, substantiating key results, explaining reasons offered and assumptions made, and synthesizing information from a variety of sources.* | *Demonstrates* ***clear and critical thinking*** *as demonstrated by identifying the critical, relevant arguments pro and con, thoughtfully analyzing and evaluating diverse perspectives, accurately interpreting evidence, being unbiased in evaluating evidence, substantiating key results, explaining reasons offered and assumptions made, and synthesizing information from a variety of sources.* |
| 1. Accurately Selects and Explains Research Choices | *Fails to demonstrate* ***knowledge of research methods and design*** *on the questions and topics by* ***frequently*** *incorrectly choosing, discussing, interpreting, and/or referencing appropriate research methods, research design, choice of participants, data gathering and analysis methods.* ***Frequently*** *the research choices may not be described, or are not supported and discussed within the context of the academic literature.* | *Demonstrates limitations in* ***knowledge of research methods and design*** *on the questions and topics by* ***sometimes*** *incorrectly choosing, discussing, interpreting, and/or referencing appropriate research methods, research design, choice of participants, data gathering and analysis methods. Sometimes research choices may not be described, or are not supported and discussed within the context of the academic literature.* | *Demonstrates* ***significant knowledge of research methods and design*** *on the questions and topics by accurately choosing, discussing interpreting, and referencing appropriate research methods, research design, choice of participants, data gathering and analysis methods. When research choices are described, they should be supported and discussed within the context of the academic literature.* |
| 1. Vitally Connects Theory, Research and Practice | *Fails to demonstrate the ability to* ***connect theory, research and practice*** *in developing responses to the questions or cases (life-like situations) posed in the exam. (Evidenced by* ***many*** *inaccuracies, incorrect choices and applications.)* | *Demonstrates the limited ability to* ***connect theory, research and practice*** *in developing responses to the questions or cases (life-like situations) posed in the exam. (Evidenced by inaccuracies, incorrect choices or applications.)* | *Demonstrates the ability to* ***vitally connect theory, research and practice*** *in developing responses to the questions or cases (life-like situations) posed in the exam.* |
| 1. Synthesizes Solutions: Practice & Literature | *Fails to demonstrate mastery in* ***building and describing solutions which synthesize the literature and best practices*** *of the field to address cases by at* ***four or more*** *of the following: no synthesis, overuse of direct quotes (above 10%), incorrect understanding of literature or best practice, not using both* *literature and best practices when required.* | *Demonstrates* ***developing competency*** *in* ***building and describing solutions which synthesize the literature and best practices*** *of the field to address cases* ***by evidence of at most two of the following****: infrequent synthesis, overuse of direct quotes (above 10%), incorrect understanding of literature or best practice, not using both* *literature and best practices when required.* | *Demonstrates the ability to build and describe solutions which* ***synthesize the literature and best practices*** *of the field to address cases.* |
| 1. Uses Logic and Organization in Writing | *Fails to demonstrate* ***clarity of organization*** *by using* ***four or more*** *of the following: an unclear thesis/argument/view statement and introductory paragraph, or not using a logically appropriate sequence to build an argument or articulate a position, or not delineating the significance of the literature cited, or not offering a strong, logical conclusion. The response* ***completely lacks*** *mastery of academic writing because it lacks a clear, logical “flow” of argument, support and conclusion* | *Demonstrates developing competency in* ***clarity of organization*** *by* ***at least two (but not all) of the following****: an unclear thesis/argument/view statement and introductory paragraph, or not using a logically appropriate sequence to build an argument or articulate a position, or not delineating the significance of the literature cited, or not offering a strong, logical conclusion. The response mostly demonstrates mastery of academic writing however there is some deficiency in clear, logical “flow” of argument, support and conclusion.* | *Demonstrates* ***clarity of organization*** *by presenting an extremely clear thesis/argument/view statement and introductory paragraph, using a logically appropriate sequence to build an argument or articulate a position, clearly delineating the significance of the literature cited, and offering a strong, logical conclusion. The response should demonstrate mastery of academic writing as seen in clear, logical “flow” of argument, support and conclusion.* |
| 1. Applies Academic Standard English Writing | *Demonstrates a lack of* ***clarity and conciseness of expression*** *by* ***at least four of the following****: writing imprecisely, using an inappropriate style for professional writing (e.g., inappropriate word choice, gender exclusive and diversity exclusive language, etc.), and demonstrating* ***lack of*** *command of standard written English (i.e., grammar, spelling, syntax, noun-verb agreement, etc.).* | *Demonstrates a limited* ***clarity and conciseness of expression*** *by* ***at least******one of the following****: writing imprecisely, using an inappropriate style for professional writing (e.g., inappropriate word choice, gender exclusive and diversity exclusive language, etc.), and demonstrating* ***lack of*** *command of standard written English (i.e., grammar, spelling, syntax, noun-verb agreement, etc.).* | *Demonstrates a* ***clarity and conciseness of expression*** *by writing precisely, using an appropriate style for professional writing (e.g., appropriate word choice, gender inclusive and diversity inclusive language, etc.), and demonstrating command of standard written English (i.e., grammar, spelling, syntax, noun-verb agreement, etc.).* |

**STUDENT’S NAME: \_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SEMESTER OF EXAM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Written Exam - Specific and Overall Assessment**

**Critical Criteria of Mastery (where applicable) Unsatisfactory Pass Proficient**

1. Demonstrates Confident, Mastery of the Content 1 2 3
   1. ***Comments:***
2. Demonstrates Critical Analysis 1 2 3
   1. ***Comments:***
3. Accurately Selects and Explains Research Choices 1 2 3
   1. ***Comments:***
4. Confidently Connects Theory, Research and Practice 1 2 3
   1. ***Comments:***
5. Demonstrates Synthesis of Practice and Literature 1 2 3
   1. ***Comments:***
6. Evidence of Logical Reasoning 1 2 3
   1. ***Comments:***
7. Uses Professional, Persuasive Communication Skills 1 2 3
   1. ***Comments:***

**Overall Oral Exam Assessment**  **Unsatisfactory Pass Proficient**

1 2 3

**Comments:**

**Guidelines for Questions Oral Exam *when needed*:**

**Questions which may be posed during Part III, The Oral Defense (including, but not limited to, the following items)**

* + - * Students will be asked to answer questions by the committee regarding their written exam responses.
* Questions posed during the orals may include providing more detail or expanding on Part 1 and 2 responses, developing further application of related issues, and discussing potential research connections.
* Always support your oral responses by referring to scholarly research, literature and effective practices.

**Document questions which were asked of the student in the space below (or on the reverse of this page).**

**STUDENT’S NAME: \_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SEMESTER OF EXAM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Oral Exam - Specific and Overall Assessment**

**Critical Criteria of Mastery (where applicable) Unsatisfactory Pass Proficient**

1. Demonstrates Confident, Mastery of the Content 1 2 3
   1. ***Comments:***
2. Demonstrates Critical Analysis 1 2 3
   1. ***Comments:***
3. Accurately Selects and Explains Research Choices 1 2 3
   1. ***Comments:***
4. Confidently Connects Theory, Research and Practice 1 2 3
   1. ***Comments:***
5. Demonstrates Synthesis of Practice and Literature 1 2 3
   1. ***Comments:***
6. Evidence of Logical Reasoning 1 2 3
   1. ***Comments:***
7. Uses Professional, Persuasive Communication Skills 1 2 3
   1. ***Comments:***

**Overall Oral Exam Assessment**  **Unsatisfactory Pass Proficient**

1 2 3

**Comments:**