

Higher Education Leadership EDD

GOAL: Mastery of Higher Education Leadership Competencies

Goal Description:

Graduates of the doctoral program in Higher Education Leadership will possess knowledge and skills necessary to advance and apply scholarship to the leadership of higher educational institutions and academic units. In particular, graduates will be knowledgeable and exhibit mastery in the following areas essential to understanding and advocating for the educational roles of colleges and universities in a democratic society such as:

- history of higher education
- cultural, ethical, and societal issues that affect higher education
- economic, legal, and political issues that affect higher education
- organization, governance, leadership, and administrative theories
- higher education finance, law, and planning, institutional types, and,
- assessment and evaluation of student learning and academic programs.

Attached Files

 [Intended Learning Outcomes and assessment Plan.docx](#)

Providing Department: Higher Education Leadership EDD

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Articulation of Nuances in Higher Education

Learning Objective Description:

Candidates will articulate the structural, human resource, political, and symbolic nuances of the vastly different forms of higher education institutions in America.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Articulation of Nuances

Indicator Description:

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

RELATED ITEM LEVEL 3

Action: Articulation of Nuances

RELATED ITEM LEVEL 1

Dispositions

Learning Objective Description:

Doctoral Students in the HEDL Program will demonstrate dispositions consistent with emerging leaders in the field of higher education. These include, but are not limited to (a) engagement as a learner, (b) active participation in learning, (c) observance of ethical standards, (d) respect for other's viewpoints, (e) completion of assigned tasks, (f) demonstration of professional growth, (g) academic performance, and (h) capacity to reflect on progress.

Attached Files

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Dispositions

Indicator Description:

The disposition review is a successful process our faculty have used for a number of years now. All doctoral students entering the program are on a probationary period. Then, faculty who have taught these students provide a rating using the attached rubric. This rating is compiled each semester to offer students formative feedback to improve performance. At the end of the 12 semester credit hour mark, students are given summative feedback wherein they are either transferred off of probation, retained on probation, or exited from the program. Doctoral Students in the HEDL Program will demonstrate dispositions through the EdD Dispositions Assessment Instrument, assessed by program faculty prior to candidates' program completion.

Attached Files

 [HE EdD DispositonRecordsheetHEDL.docx](#)

Criterion Description:

Doctoral Students in the HEDL Program will demonstrate dispositions consistent with emerging leaders in the field of higher education. These include, but are not limited to (a) engagement as a learner, (b) active participation in learning, (c) observance of ethical standards, (d) respect for other's viewpoints, (e) completion of assigned tasks, (f) demonstration of professional growth, (g) academic performance, and (h) capacity to reflect on progress.

RELATED ITEM LEVEL 3

Action: Dispositions

RELATED ITEM LEVEL 1

Diversity, Equity and Inclusion in Higher Education

Learning Objective Description:

Candidates will articulate and demonstrate a critical consciousness of diversity, equity, and inclusion.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Diversity, Equity, and Inclusion

Indicator Description:

Program faculty are developing the assessment for this learning outcome. It will be administered and assessed in future cycles, with the goal of assessing in the 2019-2020 cycle.

RELATED ITEM LEVEL 3

Action: Diversity, Equity, and Inclusion.

RELATED ITEM LEVEL 1

Interrelationships in Higher Education

Learning Objective Description:

Candidates will describe the roles, functions, and interrelationships among a college or university's major constituents, including but not limited to students, faculty, staff, trustees, alumni, government agencies and officials, and society in general.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Interrelationships in Higher Education

Indicator Description:

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

RELATED ITEM LEVEL 3

Action: Interrelationships in Higher Education

RELATED ITEM LEVEL 1

Leadership Theory Application

Learning Objective Description:

Candidates will apply a variety of leadership theories to complex, interpersonal issues in Higher Education Leadership with an ethic of commitment to individuals in a transformative process of learning.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Leadership Theory Application

Indicator Description:

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

RELATED ITEM LEVEL 3

Action: Leadership Theory Application

RELATED ITEM LEVEL 1

Research in Higher Education

Learning Objective Description:

Candidates will conduct research that contributes to the field of Higher Education Leadership and disseminate results of research to audiences who can further dialogue on critical issues in education.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Research

Indicator Description:

Educational objectives related to use, development, and dissemination of research will be assessed through the dissertation proposal, development, and defense process.

Criterion Description:

100% of candidates are expected to successfully defend a completed dissertation.

RELATED ITEM LEVEL 3

Action: Research

RELATED ITEM LEVEL 1

Technology in Higher Education Settings

Learning Objective Description:

Candidates will define the role, challenges, and benefits of the use of technology in higher education settings.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Technology

Indicator Description:

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

RELATED ITEM LEVEL 3

Indicator, Criterion, and Findings: Technology

RELATED ITEM LEVEL 1

Theoretical Perspectives and Models in Higher Education

Learning Objective Description:

Candidates will identify, articulate, and demonstrate theoretical perspectives and models applicable and important to the study of students in higher education.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Theoretical Perspectives

Indicator Description:

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

RELATED ITEM LEVEL 3

Action: Theoretical Perspectives

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The new disposition review and tracking process is ongoing. A report will be made in the Spring 2022 semester.

New Plan for Continuous Improvement Item