Student Learning Outcomes:

1. Identify, integrate, and illustrate conceptual frameworks or organization, systems, leadership, and management in higher education.

2. Describe, integrate and implement issues and concepts in the development of curriculum in higher education.

3. Understand policy development related to both societal impact on higher education and the impact of higher education on society.
Student Learning Outcome #1

Outcome goal: Identify, integrate, and illustrate conceptual frameworks for organizational, systems, leadership, and management in higher education. Include the needs and demands of both external and internal stakeholders in governance and administration of higher education.

Objectives: Identify different organizational forms and administrative practices and processes within college and university systems. Recognize that governance occurs at federal, state, regional and institutional levels and that there are inter-relationships among these levels. Recognize conceptual frameworks within organizations and systems that lead to different administration, decision-making, budget and program policies, planning initiatives, and leadership. Expand views of effective administration and leadership practice. Enhance and develop a personal managerial philosophy relating to governance and decision-making. Develop models for managing change and ensuring quality.

ASSESSMENT PLAN:

Means of Assessment #1:
Review Programs of Study for students who apply to take the doctoral qualifying exam. Review majority of course offerings and content for cross-curricular integration of knowledge. Evaluation of doctoral qualifying exam content for integration of concepts and course continuity.

Criteria for Success: Student completion of the following courses:

EDH 7626 Organizational Theory
EDH 7635 Organization and Administration in Higher Education
EDH 6061 Community College in America
EDH 6051 Higher Education in America
EDH 7612 Governing Colleges & Universities

Students must demonstrate cross-curricular integration of knowledge and application in content incorporated in their answers on the qualifying exam questions.

Student Learning Outcome #2

Outcome goal: Describe, integrate and implement issues and concepts in the development of curriculum in higher education.

Objectives: Describe aims, purposes, philosophies and theories, and structures of curriculum. Understand effects of student diversity and implication for structure and delivery of programs and courses. Investigate transfer, general education, occupational, pre-collegiate/developmental, continuing education, and community service curricula offered by colleges and universities, and their relationships. Understand the macro-

ASSESSMENT PLAN

Means of Assessment: Review Programs of Study for students as who apply to take the doctoral qualifying exam. Evaluation of student knowledge, synthesis, and application of content in doctoral qualifying exam.

Criteria for Success: Student completion of the following courses:

EDH 7225 Curriculum Development in Higher Education
EDH 6061 Community College in America
EDH 6051 Higher Education in America
EDH 6938 Seminar in College Teaching

Students must demonstrate cross-curricular integration of knowledge and application in content incorporated in their answers on the qualifying exam questions.

Student Learning Outcome #3

Outcome goal: Understand policy development related to both societal impact on higher education and the impact of higher education on society.

Objectives: Awareness and understanding of major policy and legal issues affecting colleges and universities. Investigate key topics affecting financial condition of institutions, and relationship in institutional terms and as matters of public policy. Understand the impact of external and internal stakeholders in higher education upon the governance of higher education. Understand conceptual frameworks that contribute to the development and maintenance of an engaged higher education institution.

ASSESSMENT PLAN

Means of Assessment: Review Programs of Study for students as who apply to take the doctoral qualifying exam. Evaluation of doctoral qualifying exam content.

Criteria for Success: Completion of the following courses:

EDH 7405 Policy and Legal Issues in Higher Education
EDH 7612 Governing Colleges & Universities
EDH 7505 Higher Education Finance
EDH 6404 Ethics and Higher Education
EDH 7636 Organizational Theory
Students must demonstrate cross-curricular integration of knowledge and application in content incorporated in their answers on the qualifying exam questions.

ASSESSMENT REPORT – Outcomes 1, 2, & 3

Findings:
Individual student Programs of Study sheets were examined. Students were advised to incorporate the required courses in sequence in order to facilitate integration of course knowledge. Individual assessment of student transcripts was completed along with follow-up individual academic advising by department faculty, to insure that students were completing core courses in sequence. Student Learning Outcomes Measures historically (prior academic year 2000-2001) assessed learning of course-based information, rather than broader student learning outcomes expected of doctoral students. Courses were revised to not only include depth of individual core course content, but also breadth of curricular content and knowledge and skill sets throughout the field of higher education and administration. Qualifying exam questions from the previous academic year were assessed from this integrated course curriculum perspective. It was determined that the qualifying exam questions also reflected course-based knowledge, rather than integrated knowledge.

Use of Results: Course syllabi were reviewed and revised to include integrated course content from the core courses in order to sustain breadth and integration of cross-course knowledge. Qualifying exam questions for subsequent terms were re-written to incorporate integration of knowledge, skills, analysis, and application of theoretical constructs from an integrated curriculum perspective. A capstone course which pulls curriculum together from across the core courses was created to assist students in pulling curricular content from each of the core areas prior to qualifying exams. A rubric for evaluating qualifying exams will be created and implemented for academic year 2002-2003.

Faculty Response: Course syllabi for all department core courses were revised to better incorporate and emphasize cross-curricular content and student learning outcomes. More consistent advising and more timely completion of Program of Study forms for individual students increased the number of students who were completing all necessary coursework efficiently... For example, a core curriculum of three courses that all doctoral students were strongly advised to take upon entry to the program was one result of the 2000-2001 program curriculum revisions. Faculty also reached general consensus on which elective courses best served students’ different educational and professional goals. Cross-curricular course knowledge and integration is better delivered in this format with a required core and suggested electives, as it allows students to obtain depth of knowledge in one area, then apply that knowledge and new skill set in subsequent coursework. Before the curriculum changes were implemented, students moved from “course event” to “course event” without any formal, classroom-based experienced in which they could pull all content together from their entire doctoral program. In evaluating student performance in
qualifying exams just before and after the curriculum changes, however, it was discovered that students would benefit greatly from the capstone course, which emphasizes key concepts prior to taking the qualifying exam. This capstone course is for advanced graduate students who are close to finishing their course requirements and are preparing to take their qualifying examinations and to begin intensive work on their dissertations. The course is designed to encourage students’ integration and synthesis of theories, concepts and themes in previous coursework; to critique research in the field; and to provide some in-depth study of selected areas in higher education. This course was approved and implemented during academic year 2001-2002. The impact of this course upon student learning and performance in doctoral examinations will be tracked and assessed.