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 affects 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:

Results on the new, integrated qualifying exams implemented in academic year 2001-2002, showed that a majority of students taking the exams showed improvement in integrating and synthesizing content across their entire program. Some students, however, did not perform to expectations. Based upon faculty evaluation and feedback, it was also learned that the qualifying exam rubric designed and piloted in academic year 2001-2002 was inadequate in measuring student learning outcomes from an integrated coursework perspective. Program faculty discovered that the new qualifying exam rubric, which was created and piloted for one term of qualifying exams prior to this report, did not adequately measure faculty expectations of integrated course content knowledge. The rubric will be readdressed and revised for academic year 2003-2004 as a result.

Use of Results: Qualifying exam questions and student performance were evaluated for integration of knowledge, skills, analysis, and application of theoretical constructs from an integrated curriculum perspective. A rubric for evaluating qualifying exams created during academic year 2001-2002 was implemented for academic year 2002-2003. The qualifying exam rubric implemented did not adequately measure student knowledge in the stated learning outcome objectives. The qualifying exam rubric will be re-designed and re-implemented during academic year 2003-2004.

Faculty Response: Department faculty will continue to work with students to monitor writing performance in individual courses early on in the program, especially in the three core courses, in order to strengthen student individual ability to better express their integrated knowledge and application of skills in the core courses. This will also provide students stronger skills in writing that may improve their performance on the qualifying examination. It is also anticipated that individual student/faculty advising and creation of informal student cohorts implemented initially in the 2001-2002 academic year may positively affect retention and degree completion as students move through the required coursework on track. Faculty have reaffirmed the need to direct students to take the three core courses early in the program, thus allowing for curricular sequencing so that students grow in knowledge and skills as they progress through the program. This will be one of several outcomes tracked through future academic years in the development of a departmental student outcomes database during academic year 2003-2004. In addition, a survey will be developed and submitted in academic year 2003-2004 to all recent graduates of the program, to gather information relevant to program implementation, improvement, and overall effectiveness. The quantitative survey will be administered via e-mail. Students currently enrolled in the program will have an opportunity to share their perceptions as well in a graduate student retreat, which will be held each spring term. The
retreat will give current students the opportunity to provide feedback about the overall effectiveness of the program. This qualitative information will be collected in focus group format and shared with the faculty in the department. The third Spring Term doctoral student retreat will be held in 2003. This time, however, there will be a concerted effort to collect qualitative information in the focus groups for program improvement purposes.