

## **Ed.D. in Higher Education 2017-2018**

### Program Learning Goals

The goal of the HIED Ed.D. program is to produce graduates who:

- Provide effective leadership to institutions of higher education.
- Make decisions and solve problems through, logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences.
- Respect ideas, perspectives, motivations, and behaviors of fellow professionals and understand their unique roles and responsibilities within institutions of higher education.

### Program Learning Outcomes

Upon completion of the HIED Ed.D. program, graduates will:

- Be able to understand the relationship between postsecondary education institutions and social, economic, political, and religious currents.
- Be able to utilize specific modes of thought, critical theories, professional bodies, and essential research in higher education.
- Be able to use data to inform decision-making and problem solving.
- Be able to assess risk and develop strategies for creating acceptable levels of legal risk.
- Be able to demonstrate sufficient understanding of leadership, change, and culture to ensure competence and confidence in leading and managing change in a postsecondary setting.
- Be able to conduct themselves in a professional, thoughtful, and ethical manner that represent best practices in college and university management and leadership.

### Direct Means of Assessment for Learning Outcomes:

- Course projects, including program milestones such as:
  - Research Proposal (Research Techniques)
  - Documentary (History)
  - Final issue papers (various courses)
- Comprehensive doctoral examination
- Dissertation completion

### Timeline and Process for Assessment and Analysis:

- Comprehensive doctoral examinations occur throughout the year.
- Completion and defense of doctoral dissertations occurs throughout the year.
- Indirect measures of overall doctoral grade point average and grades in doctoral core courses will be collected and analyzed annually in March and April.

### Results of Assessment

#### *Course Projects*

In fall 2017, doctoral students created a research proposal in the research techniques course, several of whom so far have carried this project forward into their dissertation phase. Doctoral students in the History course were also able to create a documentary, and overall, courses offered doctoral students the opportunity to tailor final projects into issue papers informing future dissertation work.

#### *Program Milestones*

In the 2017-2018 academic year, multiple students successfully completed their comprehensive doctoral examination. Five HIED Ed.D. students successfully finished their dissertations, and four HIED Ed.D students successfully defended their comprehensive exams.

#### Changes Made or Planned to Degree Program

New doctoral cohort model starting (Fall 2018) for students to move through core course sequence together

#### Changes Made of Planned to Assessment and Evaluation Process

Faculty are collaborating to create and implement assessment and evaluation procedures for the new doctoral cohort model, including seeking feedback directly from the new doctoral students at the conclusion of fall semester, 2018