**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**GRADUATE PROGRAMS**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**Goals and Objectives:**

The specific goals and objectives of the Educational Leadership programs are instilled through the following principles:

1. Effective leaders develop and articulate reasonable personal and school goals;
2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
3. Effective leaders create nurturing and caring educational environments;
4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
5. Effective leaders skillfully communicate with internal and external publics;
6. Effective leaders emphasize the importance of literacy, and
7. Effective leaders skillfully practice leadership theories in real world settings.

**Ed.D. Higher Education Administration – No Candidates for three years**

**Mission: The higher education administration program prepares students for positions in four-year, community and technical colleges, and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic, student, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions necessary for success in higher education administration.**

**Goals and Objectives:**

The vision and values are instilled through the following principles:

1. Effective institutional leaders should demonstrate knowledge of higher education history and foundation;
2. Effective institutional leaders should understand legal and ethical issues related to higher education;
3. Effective institutional leaders should understand the role and importance of curriculum in students’ lives;
4. Effective institutional leaders analyze current trends in higher education and understand how it might impact their institutions, faculty, staff, and students;
5. Effective institutional leaders should understand finance and budgeting, and how to maintain financially solvent institutions;
6. Effective institutional leaders should understand the importance of the role of the two-year colleges in higher education.
7. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the Ed.D. in Higher Education Administration has four singular, specific, and measureable SLOs.**
8. **What students learned as documented by learning measurements.**

**No data**

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

**No data**

**What students did not learn based on SLOs?**

No data

1. **Evidence of continuing appropriate programmatic SLOs. No data**
2. **Evidence of programmatic revision or improvement for weak results on SLOs.**

**The program has been deactivated due to no enrollment.**