**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.

**Ph.D. Higher Education Administration**

**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 Ph.D. in Higher Education Administration has seven singular, specific, and measureable SLOs.**
8. **What students learned as documented by learning measurements.**
	1. Students will demonstrate understanding of the importance of cultivating teamwork in leadership and professional responsibilities in higher education institutions.

(W.C.U. Goals 1, 2, 3, 4, 5) (EDU Goals 1, 2, 3, 4, 5, 6, 7)

* 1. Students will compose a philosophy of leadership as it relates to leading a higher education institution. (WCU Goals 1, 2, 3, 4, 5, 6) (EDU Goals 2, 3, 5, 7)
	2. Students will be able to discuss and interpret the Blake – Mouton Grid as it relates to several leadership styles/cultures in higher education. (WCU Goals 1, 2, 4, 5, 6) (EDU Goals 1, 2, 3,4,5,6, 7)
	3. Students will demonstrate an understanding of descriptive statistics as well as common statistical procedures used in the field of education. (WCU Goals 1, 4, 5) (EDU Goals 1, 4)
	4. Students will demonstrate a thorough understanding of the history and foundations of higher education, legal, financial, and current issues, curriculum and leadership, as well as the importance of the two-year college to higher education. (WCU Goals 1, 2, 4, 5, 6)

(EDU Goals 1, 2 3, 4, 5, 6, 7)

* 1. Students will analyze/synthesize existing knowledge and then develop an original problem to research in higher education. (EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)
	2. After successfully defending a research proposal, students will collect and analyze data and write a discussion for a dissertation. This research will answer a question(s) to a problem or issue in higher education. (EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)
1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

1. Paper presented by a group of students on the ethical, political, and legal boundaries that govern a higher education institution. 5 students scored at least proficient according to class grading rubric. (exceeded 90% goal)
2. Formal written paper on the student’s philosophy of leadership in higher education administration. 15 students scored at least proficient according to class grading rubric. (exceeded 80% goal)
3. Written analysis of an administrator’s leadership style including the style’s position on the Blake-Mouton Grid. 14 students scored at least proficient according to class grading rubric. (exceeded 80% goal)
4. Written analysis and correct interpretation (utilizing SPSS) of mock data project. 6 students scored at least proficient according to class grading rubric.
5. Complete a successfully adjudicated written examination covering the required courses in the PHD in Higher Education Administration program 15students scored at least proficient according to the grading rubric as assessed by faculty panel. (exceeded 80% goal)
6. Prepare and successfully defend a proposal for an original research project (dissertation) in Higher Education Administration before a faculty committee. 2 students scored at least proficient according to the grading rubric as assessed by a faculty panel. (exceeded 80% goal)
7. Successfully defend the final dissertation before a faculty committee. 2 students scored at least proficient according to the grading rubric as assessed by a faculty panel. (exceeded 80% goal)

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

All SLOs were exceeded.

1. **Evidence of continuing appropriate programmatic SLOs.**

Faculty meet before each cohort of students begin their studies to review the SLOs. If issues are noted, they are discussed and adjustments are made to the assignments accordingly. Conclusion for the 2017-18 year is that the SLOs are acceptable as they are currently stated.

1. **Evidence of programmatic revision or improvement for weak results on SLOs.**

Minimum successful completion goals are being reviewed to be raised.