Ed.D. in Higher Education Administration EFFECTIVENESS PROGRAM 2014-2015

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
University Mission: As a Christian	Students will demonstrate	1. In EDU 750 Leadership and		
university which embraces its Baptist heritage	understanding of the importance	Professional Responsibilities,		
and namesake, William Carey University	of cultivating teamwork in	students will participate in a		
provides quality educational programs, within	leadership and professional	teamwork project that considers		
a caring Christian academic community,	responsibilities in higher	the ethical, political, and legal		
which challenge the individual student to	education institutions.	boundaries that govern an		
excel in scholarship, leadership, and service in	(W.C.U. Goals 1, 2, 3, 4, 5)	institutional organization.		
a diverse global society.				
	(EDU Goals 1, 2, 3, 4, 5, 6, 7)	Students will define and discuss		
Expanded Statement of Mission:		their roles in this project and		
Zipinia di Silita di Massioni		how they must consider doing		
Provide academic programs to promote		the best for their mock		
student learning		institution in a global society.		
2. Promote Christian development and		The target score is based on		
social responsibility		three evaluation areas: content,		
Strengthen ties with Baptist churches, associations, and conventions		planning, and plan for		
4. Provide an environment that supports		implementation. Eighty percent		
student learning		of the students will earn		
5. Strengthen organizational and		proficient or higher on the		
operational effectiveness				
6. Strengthen financial resources		assignment using the following		
		rubric for each of the criteria:		
Goal for Departmental Program/Unit:		"Advanced" or "Proficient" on		
Education Goals: Consistent with the Interstate New Teacher		a four level rubric (Advanced,		
Assessment and Support Consortium		Proficient, Average, and Poor).		
(INTASC) AND NCATE Standards, William				
Carey University seeks to prepare teachers	2. Students will compose a	2. In EDU 760 General		
who:	philosophy of leadership as it	Leadership Theories, students		
apply current research and technology	relates to leading a higher	will be required to compose a		
related to the teaching-learning-assessment	education institution.	philosophy of leadership		
process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate		incorporating theories of		
Knowledge, Skills and Professional	(WCU Goals 1, 2, 3, 4, 5, 6)	leadership discussed during the		
Dispositions, 6 Unit Governance and	(EDU Goals 2, 3, 5, 7)			
Resources);		course. The target score is		
2. respond sensitively to individual		based on the following criteria:		
differences and diversity (WCU 1, 2, 4;		appropriate theories, correct		
INTASC Standard 3, 4; NCATE Unit		grammar/mechanics, and		
Standard 4 Diversity); 3. understand and anticipate the needs of a		appropriate use of scholarly		
global society (WCU 2; INTASC Standard 3;		resources. Eighty percent of the		
NCATE Unit Standard 4 Diversity);		students will earn proficient or		
4. plan and implement learning experiences		higher on this assignment using		
that support the highest level of student		the following rubric for each of		
potential (WCU 1, 2, 4, 6; INTASC Standards		the three areas assessed:		
1-10; NCATE Unit Standards 2 Assessment		the three areas assessed.		

System and Unit Evaluation, Standard 5		"Advanced" or "Proficient" on	
Faculty Qualifications, Performance and		a four level rubric (Advanced,	
Development, Standard 6 Unit Governance		Proficient, Average, and Poor).	
and Resources);		1 Torrelent, Average, and 1 001).	
5. continue to reflect, refine, and revise	2 C. 1 111 1.1	2 In EDIT 770 Education	
professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1	3. Students will be able to	3. In EDU 770 Education	
Candidate Knowledge, Skills, and	discuss and interpret the Blake –	Organizational Behavior,	
Professional Dispositions);	Mouton Grid as it relates to	students will be assigned a	
6. collaborate with others to promote learning	several leadership styles/cultures	selected case study by the	
(WCU 4; INTASC Standard 10; NCATE Unit	in higher education.	professor. The student will	
Standard 6 Unit Governance and Resources);	(WCU Goals 1, 2, 4, 5, 6)	ascertain the specific point of	
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE	(EDU Goals 1, 2, 3,4,5,6, 7)	leadership style/culture of the	
Unit Standard 1 Candidate Knowledge, Skills		mentioned higher education	
and Dispositions).		administrator on the Blake –	
,		Mouton Grid, how the decision	
Specialist in Education in Higher Education		was derived, and give another	
Administration		professional course of action	
		the higher education	
		professional might have taken.	
		Eighty percent of the students	
		when completing the Blake-	
		Mouton Grid and Case Study	
		will achieve "Advanced" or	
		"Proficient" on a four level	
		rubric (Advanced, Proficient,	
		Average, and Poor).	
	4. Students will demonstrate an	4. In RSH 780, Quasi-	
	understanding of descriptive	Experimental Designs and	
	statistics as well as common	Analysis, students will be	
	statistical procedures used in the	assigned a mock research	
	field of education.	project that requires analysis of	
	(WCU Goals 1, 4, 5)	mock data. The student will	
		enter the data and analyze	
	(EDU Goals 1, 4)	utilizing SPSS and write up the	
		_	
		results using APA style. The	
		target score is based on the	
		accuracy of the statistics,	
		including using the appropriate	
		statistical procedures, and the	
		accuracy of the write-up.	
		Eighty percent of the students	
		will earn proficient or higher on	
		this assignment based on the	
		following rubric: "Advanced"	
		or "Proficient" on a four level	
		rubric (Advanced, Proficient,	
		Average, and Poor).	
		11verage, and 1 001).	

5. 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)	5. Upon completing all required coursework, students are required to take and pass a comprehensive examination testing their knowledge and understanding in the following areas: higher education history, legal issues, finance, current issues, curriculum, leadership, and the importance of the two year college. Students' exams will be assessed based on these areas: content knowledge, use of relevant sources/literature, critical thinking, and proper grammar/mechanics. Eighty percent of students will pass the comprehensive examination. This is a pass or fail assignment that will be assessed by a committee of professors.	
6. Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education. (EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)	6. Students will complete and propose an original research project in higher education that has clear outcomes and implications for higher education administrators. The research project will have a defined question(s), situated in relevant literature, appropriate methodology, and a plan for data analysis and discussion. The research will be guided by a committee of professors. Eighty-percent of students will successfully defend this research proposal.	

7. After successfully defend research proposal, students collect and analyze data and write a discussion for a dissertation. This research vanswer 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)	will collection and analysis and discussion for an original research project in higher education that has clear outcomes and implications for higher education administrators. The research will continue to be guided by a	

Ed.D. in Higher Education Administration EFFECTIVENESS PROGRAM 2013-2014

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society. Expanded Statement of Mission: 7. Provide academic programs to promote student learning 8. Promote Christian development and social responsibility 9. Strengthen ties with Baptist churches, associations, and conventions 10. Provide an environment that supports student learning 11. Strengthen organizational and operational effectiveness 12. Strengthen financial resources	3. 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)	3. In EDU 750 Leadership and Professional Responsibilities, students will participate in a teamwork project that considers the ethical, political, and legal boundaries that govern an institutional organization. Students will define and discuss their roles in this project and how they must consider doing the best for their mock institution in a global society. The target score is based on three evaluation areas: content, planning, and plan for implementation. Eighty percent of the students will earn proficient or higher on the assignment using the following rubric for each of the criteria:	1. No Applicants	1. N/A.
Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 5. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 6. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 7. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 8. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment	4. 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. No Applicants	2. N/A

System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources); 8. continue to reflect, refine, and revise		"Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).		
professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions); 9. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources); 10. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATEUnit Standard 1 Candidate Knowledge, Skills and Dispositions). Specialist in Education in Higher Education Administration	5. 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)	5. In EDU 770 Education Organizational Behavior, students will be assigned a selected case study by the professor. The student will ascertain the specific point of leadership style/culture of the mentioned higher education administrator on the Blake – Mouton Grid, how the decision was derived, and give another professional course of action the higher education professional might have taken. Eighty percent of the students when completing the Blake- Mouton Grid and Case Study will achieve "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	3. No Applicants.	3. N/A
	6. 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)	6. In RSH 780, Quasi- Experimental Designs and Analysis, students will be assigned a mock research project that requires analysis of mock data. The student will enter the data and analyze utilizing SPSS and write up the results using APA style. The target score is based on the accuracy of the statistics, including using the appropriate statistical procedures, and the accuracy of the write-up. Eighty percent of the students will earn proficient or higher on this assignment based on the following rubric: "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	4. No Applicants	4. N/A

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7. 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)	7. Upon completing all required coursework, students are required to take and pass a comprehensive examination testing their knowledge and understanding in the following areas: higher education history, legal issues, finance, current issues, curriculum, leadership, and the importance of the two year college. Students' exams will be assessed based on these areas: content knowledge, use of relevant sources/literature, critical thinking, and proper grammar/mechanics. Eighty percent of students will pass the comprehensive examination. This is a pass or fail assignment that will be assessed by a committee of professors.	5. No Applicants	5. N/A
8. Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education. (EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)	8. Students will complete and propose an original research project in higher education that has clear outcomes and implications for higher education administrators. The research project will have a defined question(s), situated in relevant literature, appropriate methodology, and a plan for data analysis and discussion. The research will be guided by a committee of professors. Eighty-percent of students will successfully defend this research proposal.	6. No Applicants	6. N/A

Ed.D. in Higher Education Administration EFFECTIVENESS PROGRAM 2012-2013

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society. Expanded Statement of Mission: 13. Provide academic programs to promote student learning 14. Promote Christian development and social responsibility 15. Strengthen ties with Baptist churches, associations, and conventions 16. Provide an environment that supports student learning 17. Strengthen organizational and operational effectiveness 18. Strengthen financial resources Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who: 9. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate	5. 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)	PROCEDURES 5. In EDU 750 Leadership and Professional Responsibilities, students will participate in a teamwork project that considers the ethical, political, and legal boundaries that govern an institutional organization. Students will define and discuss their roles in this project and how they must consider doing the best for their mock institution in a global society. The target score is based on three evaluation areas: content, planning, and plan for implementation. Eighty percent of the students will earn proficient or higher on the assignment using the following rubric for each of the criteria: "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor). 6. In EDU 760 General Leadership Theories, students will be required to compose a philosophy of leadership incorporating theories of	3. No Applicants 4. No Applicants	3. N/A. 4. N/A
Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources); 10.respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 11. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 12. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC	(EDU Goals 2, 3, 5, 7)	leadership discussed during the course. The target score is based on the following criteria: appropriate theories, correct grammar/mechanics, and appropriate use of scholarly resources. Eighty percent of the students will earn proficient or higher on this assignment using the following rubric for each of the three areas assessed:		

System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources); 11. continue to reflect, refine, and	7. 0. 1	"Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).		
revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions); 12. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources); 13. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATEUnit Standard 1Candidate Knowledge, Skills and Dispositions). Specialist in Education in Higher Education Administration	7. 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)	7. In EDU 770 Education Organizational Behavior, students will be assigned a selected case study by the professor. The student will ascertain the specific point of leadership style/culture of the mentioned higher education administrator on the Blake – Mouton Grid, how the decision was derived, and give another professional course of action the higher education professional might have taken. Eighty percent of the students when completing the Blake- Mouton Grid and Case Study will achieve "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	5. No Applicants.	5. N/A
	8. 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)	8. In RSH 780, Quasi- Experimental Designs and Analysis, students will be assigned a mock research project that requires analysis of mock data. The student will enter the data and analyze utilizing SPSS and write up the results using APA style. The target score is based on the accuracy of the statistics, including using the appropriate statistical procedures, and the accuracy of the write-up. Eighty percent of the students will earn proficient or higher on this assignment based on the following rubric: "Advanced" or "Proficient" on a four level rubric (Advanced, Proficient, Average, and Poor).	6. No Applicants	6. N/A

9. 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)	9. Upon completing all required coursework, students are required to take and pass a comprehensive examination testing their knowledge and understanding in the following areas: higher education history, legal issues, finance, current issues, curriculum, leadership, and the importance of the two year college. Students' exams will be assessed based on these areas: content knowledge, use of relevant sources/literature, critical thinking, and proper grammar/mechanics. Eighty percent of students will pass the comprehensive examination. This is a pass or fail assignment that will be assessed by a committee of professors.	7. No Applicants	7. N/A
10.Students will analyze and synthesize existing knowledge and then develop and original problem to research in higher education. (EDU Goals 1, 2, 4, 5) (WCU Goals 1, 2, 3, 4, 5, 6, 7)	10. Students will complete and propose an original research project in higher education that has clear outcomes and implications for higher education administrators. The research project will have a defined question(s), situated in relevant literature, appropriate methodology, and a plan for data analysis and discussion. The research will be guided by a committee of professors. Eighty-percent of students will successfully defend this research proposal.	8. No Applicants	8. N/A

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rese colle writ disse ansv prob educ (ED	After successfully defending a search proposal, students will ellect and analyze data and rite a discussion for a secretation. This research will swer a question(s) to a oblem or issue in higher ucation. DU Goals 1, 2, 4, 5) VCU Goals 1, 2, 3, 4, 5, 6, 7)	7. Students will complete data collection and analysis and discussion for an original research project in higher education that has clear outcomes and implications for higher education administrators. The research will continue to be guided by a committee of professors. Eighty-percent of students will successfully defend this completed research dissertation.	7. No Applicants	7. N/A