

**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
<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>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:</p> <ol style="list-style-type: none"> 1. 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); 2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity); 3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity); 4. 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 	<ol style="list-style-type: none"> 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) 2. 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) 	<ol style="list-style-type: none"> 1. 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). 2. In EDU 760 General Leadership Theories, students will be required to compose a philosophy of leadership incorporating theories of 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: 		

<p>System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).</p> <p>Specialist in Education in Higher Education Administration</p>	<p>3. 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)</p> <p>4. 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)</p>	<p>“Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).</p> <p>3. 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).</p> <p>4. 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).</p>		
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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)

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)

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 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 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)

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.

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

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<p>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.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 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 <p>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:</p> <ol style="list-style-type: none"> 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 	<p>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)</p> <p>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)</p>	<p>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: “Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).</p> <p>4. In EDU 760 General Leadership Theories, students will be required to compose a philosophy of leadership incorporating theories of 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:</p>	<p>1. No Applicants</p> <p>2. No Applicants</p>	<p>1. N/A.</p> <p>2. N/A</p>

<p>System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>8. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>9. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>10. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).</p> <p>Specialist in Education in Higher Education Administration</p>	<p>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)</p> <p>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)</p>	<p>“Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).</p> <p>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).</p> <p>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).</p>	<p>3. No Applicants.</p> <p>4. No Applicants</p>	<p>3. N/A</p> <p>4. N/A</p>
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	<p>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)</p>	<p>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.</p>	5. No Applicants	5. N/A
	<p>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)</p>	<p>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.</p>	6. No Applicants	6. N/A

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**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
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<p>System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>11. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>12. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>13. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).</p> <p>Specialist in Education in Higher Education Administration</p>	<p>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)</p> <p>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)</p>	<p>“Advanced” or “Proficient” on a four level rubric (Advanced, Proficient, Average, and Poor).</p> <p>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).</p> <p>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).</p>	<p>5. No Applicants.</p> <p>6. No Applicants</p>	<p>5. N/A</p> <p>6. N/A</p>
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