

Given SLO 2 listed above, ~~what~~ evaluation process will we use? (What Steps, Who, When)

Comprehensive Exam evaluated by 2 faculty members, with a third evaluator in the case of disagreement of "passing"

EDH 6150 Organization and Administration of Higher Education faculty member became ill, so no results reported

EDH 6580 Disability in Higher Education case studies evaluated by instructor of record

EDH 6580 Financial Administration in Higher Education artifact evaluated by instructor of record

EDH 5250 History of Higher Education artifact evaluated by instructor of record.

How might we describe the relationship between our tool, the artifact, and SLO 2?

a different assignment, was to become familiar with the literature cited to their final paper in preparation for writing a dissertation.

5.

7. Closing the Loop: Review of ~~Previous~~ Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We have 1) developed a dissertation outline and shared that with all students in the dissertation phase, 2) developed APA and research management workshops for students and presented those to all willing doctoral students, and 3) increased the level of student writing in EDH 5250 and EDH 5350 to assist students in moving along in their preparation of a literature review for the dissertation.

B. How has this change/have these changes been assessed?

We have not yet engaged in an assessment of these changes.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Ph.D. Higher Education Administration Learning Outcome Rubrics

Program Learning Outcomes with Course Source for Artifacts

1. Graduates will demonstrate critical reflection as they use discipline-based literature to inform ethical decisions in higher education leadership. EDH 6150, EDH 6580, EDH 6050, EDH 5250) - Fall 2021			
Competencies ¹	Scale Levels		
	Advanced	Intermediate	Foundational
Leadership	<ul style="list-style-type: none"> • Seek out and develop new and emerging constructs of “leader” and “leadership.” • Facilitate reflective learning and relationship building across campus, community, and the profession. • Promote a shared vision that drives unit, divisional, and institutional short- term and long-term planning and the ongoing organizing of work. 	<ul style="list-style-type: none"> • Identify and understand systemic and organizational constructs of “leader” and “leadership.” • Use reflection to develop and incorporate one’s authentic self into one’s identity as a leader. • Seek entrepreneurial and innovative perspectives when planning for change. 	<ul style="list-style-type: none"> • Identify and understand individual- level constructs of “leader” and “leadership.” • Explain the advantages and disadvantages of different types of decision-making processes. • Identify institutional traditions, mores, and organizational structures and how they influence others to act in the organization. • Think critically, creatively, and imagine possibilities for solutions.
Personal and Ethical Foundations	<ul style="list-style-type: none"> • Model adherence to ethical guidelines and mediate disparities. 	<ul style="list-style-type: none"> • Explain alignment of 	<ul style="list-style-type: none"> • Shows ability to understand and apply ethical theories to the problem at hand

¹ ACAP/NASPA Professional Competencies Rubrics. (2016). Available from

	<ul style="list-style-type: none"> • Develop and support an ethical workplace culture. 	<p>Model adherence to ethical guidelines and mediate disparities.</p> <ul style="list-style-type: none"> • Develop and support an ethical workplace culture. 	<ul style="list-style-type: none"> • Articulates personal code of ethics informed by ethical codes. • Explain how one's behavior reflects ethics of profession
Content Depth & Breadth Indicated	The answer contains a depth and breadth of knowledge of the subject which is distributed throughout in a meaningful manner and answers the question completely.	The answer contains adequate knowledge of the subject with appropriate application and adequately answers the question.	The answer demonstrates a minimum or surface level application of the knowledge base and/or does not answer portions of the question.
Content Accuracy	All supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Few supportive facts and statistics are reported accurately.
Synthesis of Concepts	The breadth of content is presented seamlessly showing evidence of capacity to synthesize concepts.	Concepts appear to be related, but are not fully synthesized	Concepts presented but not as related to one another.