



TEXAS TECH UNIVERSITY  
**College of Education**<sup>™</sup>

**PROGRAM HANDBOOK**

**Doctor of Education  
Higher Education  
(Online Delivery)**

**College of Education  
Graduate Education and Research  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071**

## Doctor of Education (Ed.D.) - Higher Education

### Program Overview

The Higher Education program at Texas Tech University is committed to excellence in preparing and supporting administrative and instructional leaders for higher education, generating and supporting scholarly research in the field of higher education, and delivering public service to the practice of higher education. The program delivers teaching, research, and professional services to students, institutions of higher education, and other academic disciplines.

The **Trademark Outcome** for the doctorate of education (Ed.D.) in Higher Education program is:

The trademark outcome of the Ed.D. in Higher Education are graduates with exceptional skills in inquiry. Graduates will demonstrate the research skills and the creative modes of thinking that enable them to act as scholarly reformers who advance the field.

The distinctive skills of our Ed.D. graduates are:

Using inquiry as practice, graduates can use various research, theories, and professional wisdom to:

- Gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens;
- Design innovative solutions to address problems of practice in higher education; and
- Use data to understand the effects of innovation.

The Doctor of Education (Ed.D.) in Higher Education is **delivered online** and is designed to prepare instructional and administrative "scholarly practitioners" for positions in two- and four-year colleges and universities (public, private, and for-profit), government agencies, and business and industry. The primary role is to prepare leaders for the higher education enterprise. Students come to us from a variety of professional positions in higher education, backgrounds, and types of higher education institutions.

The Ed.D., including the dissertation of practice, requires a minimum of 60 hours beyond the master's degree. The degree is practitioner-focused and is designed for the advanced student who wishes to achieve a superior level of competency in his or her professional field with emphasis on practice and leadership. This degree requires students to demonstrate proficiency in research, and assessment and evaluation of problems in practice within higher education organizations.

The program is conducted in a cohort model and is designed to be completed within 3 to 3.5 years (dependent on student progress in the qualifying examination and dissertation phase). Students are required to take two years of prescribed coursework and the third year focuses on the completion of the Dissertation in Practice.

Doctoral-level work in Higher Education is conducted in the Department of Educational Psychology and Leadership of the College of Education (COE). Students must meet the requirements of the Graduate School, College of Education, and the Higher Education program to receive a doctoral degree.

### Graduate Faculty

Dr. Lee Duemer	Professor	lee.duemer@ttu.edu
Dr. Fred Hartmeister	Professor	fred.hartmeister@ttu.edu
Dr. Dimitra Jackson Smith	Associate Professor	dimitra.jackson@ttu.edu
Mr. David Jones	Assistant Professor of Practice	djones.jones@ttu.edu
Dr. Stephanie J. Jones	Associate Professor Program Coordinator (M.Ed and Ed.D.)	stephanie.j.jones@ttu.edu
Dr. Dave Louis	Associate Professor	dave.louis@ttu.edu
Dr. Valerie Paton	Professor Program Coordinator (Ph.D.)	valerie.paton@ttu.edu

### Advisement Procedures

All students in the Ed.D. in Higher Education are admitted in a cohort system. They are registered for their courses per the course sequence outlined below by the Program Coordinator each semester. The student will work with the Program Coordinator to complete a degree plan during the first year of his/her admittance to the program. In addition, the student will be assigned a faculty advisor to assist the student throughout their coursework after attendance at New Student Orientation. The advisor and student should meet annually to review the student's progress in completing coursework and all other degree requirements. When nearing completion of all coursework, the student will be assigned a Dissertation Chairperson. The Dissertation Chairperson will coordinate the student's qualifying examination process. The Dissertation Chairperson and other faculty within the Higher Education program will assess the student's qualifying examination. Once a student is admitted into doctoral candidacy, the student will work with his/her Dissertation Chairperson to select a Doctoral Advisory Committee, who will guide the student through the development of the dissertation proposal, and guide the student's development of the dissertation. The student's Dissertation Chairperson may change over time due to changes in program faculty or research focus of the student.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education program, the *Handbook* cannot be viewed as having all of the answers. Instead, students must seek answers to questions from other sources including, but not limited to, the Higher Education Program faculty, the COE Office of Graduate Studies and Research, and the Texas Tech University Graduate School. While faculty advisors are knowledgeable about the policies, procedures, and requirements, the **primary responsibility** for reading and following correct policies and procedures **remains with the student**, not the faculty.

## Degree Plan

No later than the end of the first year of coursework, the Program Coordinator will complete the “Program for the Doctoral Degree” for each student in the program. All courses in the Education Doctorate (Ed.D.) are prescribed, **eliminating any options for course substitutions**. After the student’s degree plan is signed by the Program Coordinator and approved by the Graduate School, the student is expected to follow it as the basis for all subsequent enrollments.

**Transfer credit.** Transfer credit from another university will be evaluated and awarded in accordance with the guidelines established by the TTU Graduate School. In no case can transfer credit reduce the minimum residency requirement. The Higher Education program may accept up to 30 credits from a master’s program (any discipline) or other graduate-level work, from an accredited public or private university. Courses with a letter grade other than A or B cannot be transferred in (including Pass/Fail). No courses transferred in can replace the prescribed required coursework outlined for this program below.

## Continuation of Enrollment

Students who have been granted admission into the Ed.D. in Higher Education are admitted into a cohort and must move through all coursework with their cohort members. Students are registered in the term for which admission is granted. Any student who fails to complete a fall, spring, or summer semester during the three (3) years of the program, and who does not have an official leave of absence from study granted by the Higher Education program and the Graduate School, will be addressed according to the procedures and standards outlined below.

The program is a cohort program and courses must be completed in the specific sequence outlined in Appendix A. If a student falls out of sequence – regardless of circumstance - the Higher Education program faculty will determine if the student can continue in the program. Depending on the circumstance, one of the follow rules will be applied to the student and his/her continuance in the program:

- Student may be dismissed from the program with no opportunity to reapply.
- Student may reapply to the program and at the discretion of the Higher Education program faculty, be allowed to return at the place he/she left off (picking up with a different cohort).
- Student may be allowed to continue with his/her original cohort members, and complete missed courses prior to qualifying examinations.

The decision of continuance in the program is determined by the Higher Education program faculty and will be submitted to the Graduate School for implementation. No decision made by the Higher Education faculty will override Graduate School or University policies.

## Curriculum – Higher Education

The Ed.D. in Higher Education is 60 hours post master’s degree and is administered in a cohort model. The Ed.D. is designed to be completed in three (3) to four (4) years, dependent on student progress through the qualifying examination and dissertation processes. Dissertations are focused on problems in practice in higher education and topics are directed by the program.

The courses below are the prescribed curriculum for the program. Courses are subject to change based on the recommendations of program faculty.

**Required HIED Core** **30 semester hours**

EDHE 5001	Finance and Resource Management in Higher Education
EDHE 5001	Dissertations in Practice
EDHE 5300	The History of Higher Education in the U.S. (P1)
EDHE 5305	Leadership, Entrepreneurship, and Change (P2)
OR	
EDHE 5315	Community College Leadership
EDHE 5313	The Comprehensive Community College
EDHE 5321	The Administration of Higher Education
EDHE 5334	College Student Development
EDHE 6311	Higher Education Doctoral Seminar
EDHE 6325	Policy Analysis and Issues in Higher Education
EDHE 6370	Dissertation Proposal Seminar

**Required Inquiry Core** **18 semester hours**

EDHE 5001	Strategies for Inquiry
EDHE 5001	Applied Inquiry 1
EDHE 5001	Applied Inquiry 2
EDHE 5001	Data Supported Decision Making for Improvement in Higher Education
EDHE 5341	Program Assessment and Evaluation in Higher Education
EDHE 7000	Independent Study – Inquiry Practicum

**DOCTORAL Dissertation** **12 semester hours**

EDHE 8000	Doctoral Dissertation
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**Total hours** **60 semester hours**

**Please see Appendix A for course sequence.**  
**Please see Appendix B for end of program assessment.**

## Additional Information

### **New Student Orientation**

All new doctoral students admitted into the Ed.D. program **are required** to attend New Student Orientation. This orientation is held in Lubbock, TX in the summer prior to the fall start date. Attendance at Orientation is not optional – but is mandated for all new students. Failure to attend Orientation could result in a delayed start date in the program. Any student who is unable to attend New Student Orientation will not be registered for courses in the fall semester of admittance. The program faculty perceive that attendance at New Student Orientation helps new doctoral students acclimate to the program more successfully.

### **Summer Intensive Week**

As stated in the admittance criteria for the program, all students admitted into the Ed.D. program are required to attend three (3) onsite sessions in Lubbock, TX. The first onsite session is New Student Orientation. The other two summer sessions occur in Year 1 and Year 2 of the program and are a week long each. Students must satisfy the three summer onsite sessions prior to defending their dissertation. Currently, these week sessions are held the first full week (first Monday through Friday) of the Summer I session (see TTU Academic Calendar for dates). The Summer Intensive Week is mandatory and students are expected to attend the full week. Failure to meet the expectations of attendance and participation could result in a student being removed from the program. Failure to attend the full week (arriving late or leaving early) does not meet the expectations of attending the full session. Students will not move to dissertation defense until this requirement has been met.

### **Residency Requirement**

One year of residency is required by the University for all doctoral students. The intent of residency is to provide for concentrated study as a full-time student with minimal outside distractions. A student enrolled in the Ed.D. program meets the residency requirement by completing a combination of 21 hours of graduate credit completed during a 12-month period, plus at least 3 additional hours of graduate credit completed in an immediately preceding or subsequent full semester or summer session.

### **Yearly Performance Evaluation**

The Graduate Faculty in the Higher Education program conduct a first semester and annual reviews of each enrolled student in the graduate program. These reviews will take place after the first fall semester and then each subsequent fall semester. Students will receive a formal letter from the program that provides an assessment of the student's progress – reflecting on coursework (but could also address attitude, behavior, and other areas as needed). As a result of this review, the Higher Education program faculty will make one of the following determinations concerning the student:

1. Continue in the Higher Education program (green light).
2. Continue in the Higher Education program with conditions (yellow light).
3. Dismissal from the Higher Education program (red light).

Examples of letters are included in Appendix C.

## **Research Requirements**

Doctoral students are expected to have an active scholarly practice and research agenda while enrolled in the program, demonstrated through participation on research teams, conference presentations, and scholarly activities. Prior to sitting for qualifying examinations, students must show evidence of scholarly practice and conference presentations (and/or manuscript submission).

## **Adherence to Timelines**

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, qualifying examination, and dissertation in a timely manner. Continual contact should be maintained with the advisor and Dissertation Chairperson. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research.

## **Qualifying Examination**

All Ed.D. in Higher Education students must enroll in EDHE 6370 and prepare a Dissertation Prospectus. The student's performance and progress on the class assignments is the basis for the EDHE 6370 course grade; a student must receive a grade of B or higher to be approved for the qualifying examination phase.

Qualifying exams must be attempted no later than one year after all coursework is completed. All Ed.D. students must pass a qualifying examination prior to entering the dissertation phase. The qualifying examination requires synthesis and application of knowledge acquired during the course of study for the Ed.D. and preparation of the Dissertation Prospectus. Satisfactory performance in coursework does not necessarily guarantee successful performance on the qualifying examination.

Reasonable accommodations will be made to allow students with disabilities to complete the qualifying examination process. The student should discuss individual needs with his/her Doctoral Advisory Committee chairperson to arrange needed accommodations (see OP 34.22). The qualifying examination (Dissertation Prospectus) is assessed by the Dissertation Advisory Committee (DAC), which is made up of the Dissertation Chairperson and a second Higher Education faculty member at TTU. The assessment of the prospectus is based on the Qualifying Exam rubric approved by the Higher Education faculty and obtaining a score of 70% average. After assessment, the DAC will make one of the below determinations based on the performance of the student:

Process 1: The DAC determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the DAC Chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester).

Process 2: If the student fails to satisfy the requirements in Process 1 for any reason, he/she must enroll in EDHE 6370 (or EDHE 7000) during the immediately following term. If the student satisfies the requirements for the written Dissertation Prospectus and the synthesis and application of knowledge acquired during the course of study, the chairperson will establish a time for a formal conference with the DAC to clarify and identify any additional work that is required. If

the DAC determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the DAC chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester). If the DAC determines that the student has not satisfied Process 2, the Graduate School will be notified that the student has failed his/her first attempt at passing the Qualifying Exams.

Process 3: As determined by the DAC, if the student does not satisfy Process 2 above, he/she will be required to enroll in EDHE 6370 or EDHE 7000 for a third time with the DAC chairperson during the term immediately following the second enrollment and first failure to pass the Qualifying Exam. This third enrollment constitutes the second and final opportunity to pass the Qualifying Exam. For Ed.D. doctoral students in Higher Education, the Qualifying Exam requirements include the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study. If the student fails to satisfy the requirements in this Process 3, he/she will be subject to dismissal from the program.

The Qualifying Examination process for the Ed.D. in Higher Education is reviewed on an annual basis by the Higher Education faculty and is subject to change. The Graduate School requirements for Qualifying Exams are cited in the Texas Tech *Catalog*. Students should consult the *Catalog* for the year they began their doctoral work for the controlling language. For 2014-15, see “Qualifying Examination, Final Examination” in the Texas Tech *Catalog* at <http://www.depts.ttu.edu/officialpublications/catalog/GradDoctoral.php>.

### **Candidacy and Dissertation Committee**

After passing the Qualifying Examination, a recommendation for candidacy is forwarded to the Graduate School by the DAC chairperson. The student will have one (1) year to complete the dissertation after admission to candidacy by the Graduate Council. Extensions to the one (1) year timeline may be granted with DAC approval.

### **Dissertation Proposal and Oral Defense**

After successfully passing the doctoral Qualifying Examination, the student is eligible to present a formal proposal for the dissertation research to the Doctoral Advisory Committee and other interested faculty, students and public. When the proposal is approved, the student may begin the dissertation process and work with his/her chairperson to submit IRB documentation if required. At the end of the dissertation phase, the chairperson and DAC will approve scheduling of the Oral Defense. A minimum of 12 semester hours of registration in EDHE 8000 is required prior to graduation. Also consult the Graduate School’s “Steps Required for the Doctoral Degree” at: <http://www.depts.ttu.edu/gradschool/forms/List%20of%20Required%20Major%20Steps%20-%20Doctoral%20Degree.pdf>

### **Statement of Intention to Graduate**

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Graduate School for additional information.



**Other Information**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*.

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**APPENDIX A**  
**Fall 2016 Entrance - Higher Education Administration (Ed.D)**

**Course Sequence**

Semester	Courses	Completed?
<b>Fall Year 1</b>	<b>EDHE 5300</b> – The History of Higher Education in the U.S. <b>EDHE 6311</b> - Higher Education Doctoral Seminar	
<b>Spring Year 1</b>	<b>EDHE 5001</b> – Strategies for Inquiry <b>EDHE 5334</b> - College Student Development	
<b>Summer Year 1</b>	<b>EDHE 5001</b> – Finance and Resource Management in Higher Education <b>EDHE 5313</b> – The Comprehensive Community College <b>EDHE 5321</b> - The Administration of Higher Education	
<b>Fall Year 2</b>	<b>EDHE 5001</b> – Applied Inquiry 1 <b>EDHE 5341</b> - Program Assessment and Evaluation in Higher Education	
<b>Spring 2</b>	<b>EDHE 5001</b> – Applied Inquiry 2 <b>EDHE 5001</b> - Data-supported Decision-making for Higher Education Improvement	
<b>Summer 2</b>	<b>EDHE 5001</b> - Seminar in Higher Education: Dissertations in Practice <b>EDHE 6325</b> - Policy Analysis and Issues in Higher Education <b>EDHE 5305</b> - Leadership, Entrepreneurship, and Change <b>OR</b> <b>EDHE 5315</b> - Community College Leadership	
<b>Fall Year 3</b>	<b>EDHE 6370</b> – Dissertation Proposal Seminar (Qualifying Examination) <b>EDHE 7000</b> – Independent Study – Research Practicum	
<b>Spring Year 3</b>	<b>EDHE 8000</b> - Dissertation (6)	
<b>Summer Year 3</b>	<b>EDHE 8000</b> - Dissertation (6)	

## Appendix B Scholarly Practitioner (P3)

<b>Program Objective:</b> The trademark outcome of the Ed.D. in Higher Education are graduates with exceptional skills in inquiry. Graduates will demonstrate the research skills and the creative modes of thinking that enable them to act as scholarly reformers who advance the field.				
<b>Objective 1: Uses scholarly practitioner, change agent, and influencer competencies (based on national organizations for higher education leadership competencies)</b>				
CATEGORY	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
<b>Organizational Strategy</b>	<ul style="list-style-type: none"> <li>Seldom or never demonstrates the knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate levels of knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Seldom or never articulates and champions the shared mission, vision, and values of community colleges to internal and external audiences, appropriately, matching message to audience.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently articulates and champions the shared mission, vision, and values of community colleges to internal and external audiences, appropriately, matching message to audience.</li> </ul>	<ul style="list-style-type: none"> <li>At a high level, articulates and champions the shared mission, vision, and values of community colleges to internal and external audiences, appropriately, matching message to audience.</li> </ul>	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Demonstrates limited or no knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	
<b>Resource Management</b>	<ul style="list-style-type: none"> <li>Demonstrates limited or no understanding of how to ensure accountability in reporting.</li> <li>Demonstrates limited or no knowledge and ability needed to develop and manage resource assessment, planning, budgeting,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate levels of understanding of how to ensure accountability in reporting.</li> <li>Demonstrates appropriate levels of knowledge and ability needed to develop and manage resource assessment, planning, budgeting,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of understanding of how to ensure accountability in reporting.</li> <li>Has an extensive knowledge base</li> <li>Demonstrates high levels of knowledge and ability needed to develop and manage resource</li> </ul>	

	acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	assessment, planning, budgeting, acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no knowledge of the value and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate levels of knowledge of the value and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high levels of knowledge of the values and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate levels of knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high levels of knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	
<b>Objective 2: Names and frames problem in practice</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Apply Ideas and Information</b>	<ul style="list-style-type: none"> <li>• Seldom or does not direct scholarship wisely to problems of practice.</li> <li>• Seldom or does not examine the professional and research literature of education critically.</li> <li>• Seldom or does not employ information technology strategically.</li> <li>• Seldom or does not embrace systems as a perspective for interpreting local situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently directs scholarship wisely to problems of practice.</li> <li>• Consistently examines the professional and research literature of education critically.</li> <li>• Consistently employs information technology strategically.</li> <li>• Consistently embraces systems as a perspective for interpreting local situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Expertly directs scholarship wisely to problems of practice.</li> <li>• Expertly examines the professional and research literature of education critically.</li> <li>• Expertly employs information technology strategically.</li> <li>• Expertly embraces systems as a perspective for interpreting local situations.</li> </ul>	
<b>Apply Systemic Inquiry</b>	<ul style="list-style-type: none"> <li>• Seldom or never recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Seldom or never initiates cumulative research that results in principled data-based decisions.</li> <li>• Seldom or never applies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Consistently initiates cumulative research that results in principled data-based decisions.</li> <li>• Consistently applies conceptual</li> </ul>	<ul style="list-style-type: none"> <li>• Always recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Always initiates cumulative research that results in principled data-based decisions.</li> <li>• Always applies conceptual and/or</li> </ul>	

	conceptual and/or theoretical frames, methodologies, and methods strategically and appropriately.	and/or theoretical frames, methodologies, and methods strategically and appropriately.	theoretical frames, methodologies, and methods strategically and appropriately.	
<b>Research/Evaluation Design</b>	<ul style="list-style-type: none"> <li>There are no methods or techniques described.</li> </ul>	<ul style="list-style-type: none"> <li>Methods are described with some adequacy but not appropriately justified according to the purpose and research/evaluation questions and are not appropriate for the problem in practice identified</li> </ul>	<ul style="list-style-type: none"> <li>The methods and techniques to be used are clearly described and justified per purpose and research/evaluation questions and are original, clear, creative, and innovative.</li> </ul>	
<b>Data Analysis Procedures</b>	<ul style="list-style-type: none"> <li>The link between data analysis and research/evaluation questions is nonexistent.</li> <li>Incorrectly or does not link data analysis procedures to research/evaluation questions.</li> <li>Analytic methods are missing or are incorrect.</li> <li>No discussion of assumptions.</li> <li>There is no explanation of data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Links data analysis procedures to research/evaluation questions, although the connection is not always clear or adequately explained.</li> <li>Correctly links data analysis procedures to each research/evaluation question.</li> <li>Analytic methods are reasonable but contain some errors and omissions.</li> <li>Describes some assumptions associated with the data analysis with some accuracy.</li> <li>Provides some explanation of data analysis for audience.</li> </ul>	<ul style="list-style-type: none"> <li>Procedures used clearly and correctly link data analysis procedures to research/evaluation questions.</li> <li>Assumptions of the data analyses are explained accurately.</li> <li>Methods for analyzing data are explained so that the particular audience can understand them.</li> </ul>	
<b>Data Collection Strategies</b>	<ul style="list-style-type: none"> <li>Data collection strategies are nonexistent.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection strategies are executed correctly with minimal mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection strategies are always appropriately identified and executed correctly and follow best practices.</li> </ul>	
<b>Objective 3: Develops and presents impactful and innovative interventions/solutions to problem in practice based on understanding of the context of the problem and analysis of data</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Seldom or does not make appropriate interpretations of data trends (proficiency and content learning).</li> </ul>	<ul style="list-style-type: none"> <li>Consistently makes appropriate interpretations of data trends (proficiency and content learning)</li> </ul>	<ul style="list-style-type: none"> <li>At advanced levels, makes appropriate interpretations of data trends (proficiency and content learning).</li> </ul>	

<b>Interventions/ Solutions</b>	<ul style="list-style-type: none"> <li>Seldom or does not target appropriate interventions/ solutions based on context of problems in practice data.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently targets appropriate but safe interventions/ solutions based on context of problems in practice data.</li> </ul>	<ul style="list-style-type: none"> <li>At advanced levels, targets highly innovative and appropriate interventions/ solutions based on context of problems in practice data. Provides plausible interpretations.</li> </ul>	
<b>Reporting</b>	<ul style="list-style-type: none"> <li>Results are not presented to the particular audience and according to ethical professional scholarly practitioner standards.</li> </ul>	<ul style="list-style-type: none"> <li>Results are consistently presented at an appropriate audience and according to professional scholarly practitioner standards but not both.</li> </ul>	<ul style="list-style-type: none"> <li>Results are always presented at an appropriate audience and according to professional scholarly practitioner standards but not both.</li> </ul>	
<b>Objective 4: Implements impactful and innovative data-supported interventions/solutions of problem in practice</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem of practice at a novice or below level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice at an intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice within scope of influence at a high and innovative standard.</li> </ul>	
<b>Objective 5: Assesses and evaluates implemented interventions/solutions to problem in practice for impact and continuous improvement</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Measurement and Analysis of Impact</b>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at a novice or below level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at an intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at an expert level.</li> </ul>	
<b>TOTAL</b>				

## **APPENDIX C Annual Student Evaluations**

### **Sample Green Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones. We are pleased to report that the core faculty believes that overall you are making good progress in your studies, and anticipate that you will continue to advance in your educational career.

The doctoral program faculty noted in particular that you are thoughtful about the material presented, and that you have completed all of your coursework to date in an outstanding manner. The faculty particularly noted that you have been taking advantage of working with faculty outside of the coursework and encourage you to continue that practice. Overall, the faculty felt you were make good progress in the program.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to meet with any of us.

Sincerely,  
Program Coordinator

### **Sample Yellow Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty were concerned about your academic progress to date. The faculty encourages you to seek a writing course to help you with your writing skills. The faculty perceive this is necessary for you to be successful in qualifying exams. It was noted that they believe you will be an outstanding representative of the program when you are finished and pursuing your career options.

If you need assistance in finding a writing course, please contact your advisor. The program will need documentation of the writing course/help you are seeking to address the issue stated above by the end of the fall \_\_\_\_ semester. If you have any further questions about your review, please feel free to meet with your advisor or me.

Sincerely,  
Program Coordinator

### **Sample Red Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the doctoral program faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty are particularly concerned about your academic performance. The faculty noted a weakness in your writing skills and with your understanding of quantitative methods. In addition, we are concerned that you are not managing your time and are consistently asking for extensions on your coursework. It is necessary for you to pursue a writing course and supplement the research courses you have completed with additional studies. It was the feeling of the committee that you will have a difficult time passing your qualifying examination and completing a dissertation without further effort on your part in those two areas. In addition, the faculty noted that you have not completed one of your core courses and a grade of "I" remains on your transcript.

Because of the issues noted above, it is imperative that you make an appointment with your advisor in the next two (2) weeks to develop a performance improvement plan. Failure to comply with this directive may result in your dismissal of the program. This is at the discretion of the program faculty.

If you have any questions about your review, please contact your advisor or me.

Sincerely,  
Program Coordinator