

Assessment: Assessment Plan

Degree Program - COE - DE - Higher Education Administration (EDD)

CIP Code: 13.0601.00

Disciplinary Accrediting Body: SACSCOC

Next Accrediting Agency Review: 20-21

Degree Program Coordinator: Stephanie J. Jones

Degree Program Coordinator Email: stephanie.j.jones@ttu.edu

Degree Program Coordinator Phone: (806) 834-1380

Degree Program Coordinator Mail Stop: 1071

Program Purpose Statement: Graduates of the Ed.D. in Higher Education will be scholarly practitioners with the skills and competencies to name, frame, and solve problems of practice, using empirical evidence to evaluate impact. Understanding the importance of equity and social justice, they use applied theories and practical research as tools of collaborative change.

Assessment Coordinator: Kara Page

Modality: Hybrid/Blended

Student Learning Outcome: Effective Critical Analyses Skills

Students will demonstrate the skills and competencies to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 08/20/2013

Assessment Methods

Course Level Assessment - End of course assessment - EDHE-6311 - Doctoral Seminar is where first semester students complete a comprehensive literature review. The comprehensive literature review is focused on a problem in practice in higher education and is the assignment that assesses this learning outcome. Students select a topic relative to a problem of practice in a higher education organization and produce a 15-20 page comprehensive literature review on the topic. The students will then develop a Research Proposal based on an analysis of the literature review. The purpose of this assignment is to assess students' foundational knowledge of higher education and their ability to write at the doctoral level. The overall outcome of this assessment to identify student writing and critical analysis skills in their first semester to be able to address development needs. (Active)

Criterion: Score on the 5-pt. Likert-scale rubric of 80% or better (EDHE-6311).

Schedule: Every fall semester.

Related Documents:

[HIED EDD Assessment Processes](#)

[HIED EDD Assessment Plan](#)

Faculty Assessment - A holistic End of Semester Student/Course Evaluation is conducted on each EdD student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

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Criterion: Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

Schedule: Each semester.

Student Learning Outcome: Develop Innovative Solutions

Students will develop and demonstrate the skills and competencies to design innovative solutions to problems in the practice of higher education.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 08/20/2013

Assessment Methods

Course Level Assessment - Assessment occurs through projects that are conducted in laboratories of practice projects (laboratories of practice are the students' higher education environment of employment).

These projects will vary depending on identified issues presented by external higher education partners. Faculty teaching any of the courses administer a program approved apply and evaluate assignment for the specific course that supports the learning objectives of the course. The faculty member teaching the course is responsible for summative assessment. The courses that are part of the assessment of this learning outcome are: EDHE-5341 - Program Assessment & Evaluation in Higher Education and EDHE-5001 - Data-supported Decision Making for Improvement in Higher Education. (Active)

Criterion: 70% or better on a 5-pt. Likert-scale rubric.

Schedule: Spring semester.

Faculty Assessment - A holistic End of Semester Student/Course Evaluation is conducted on each EdD student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

Criterion: Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

Schedule: Each semester.

Qualifying Exam - The assessment for EDHE-6370 - Dissertation Proposal Seminar is conducted by two full-time faculty members (the dissertation chair and the second higher education faculty member on the committee). A 14 component rubric is used to assess the dissertation prospectus/qualifying examination. (Active)

Criterion: Assessed on a 5-pt scale, and students must obtain an average score of 70% to pass.

Schedule: Normal course sequencing.

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Student Learning Outcome: Use Data for Decision-making

Students will execute the skills and competencies to interpret data for decision-making and development of innovative solutions.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 08/20/2013

Assessment Methods

Faculty Assessment - A holistic End of Semester Student/Course Evaluation is conducted on each EdD student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

Criterion: Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

Schedule: Each semester.

Course Level Assessment - Assessment occurs through projects that are conducted in laboratories of practice projects (laboratories of practice are the students' higher education environment of employment).

These projects will vary depending on identified issues presented by external higher education partners. Faculty teaching any of the courses administer a program approved apply and evaluate assignment for the specific course that supports the learning objectives of the course. The faculty member teaching the course is responsible for summative assessment. The course where this learning outcome is assessed is EDHE-5001 - Data-supported Decision Making for Improvement in Higher Education. (Active)

Criterion: Score on 5-pt. Likert scale; 70% or higher required.

Schedule: Each spring semester.