

Academic Program

College of Education

Counseling and Higher Education

Higher Education and Student Affairs

Ed.D. in Higher Education and Student Affairs

April 2022

Suzanne Degges-White, Professor and Chair

Katy Jaekel, Associate Professor and HESA Program Coordinator

Gudrun Nyunt, Assistant Professor

Xiaodan Hu, Assistant Professor and CCLP Coordinator

Academic Program

1. Student Learning Outcomes

During your program of study, students will:

1. Develop a professional knowledge base guided by literature, theories, and research.
2. Apply theory-to-practice models to problems of practice.
3. Develop collaboration and communication skills to engage with internal and external stakeholders.
4. Analyze topics related to social justice, equity, and ethics in post-secondary contexts.
5. Utilize inquiry-based practices to explore programs, practices, and/or problems in post-secondary contexts.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A

Academic Program

3. Curriculum Map

The third section of the assessment plan is a curriculum map (and is required). A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also identifying strategic places to formatively and summatively assess student learning outcomes.

Required courses are listed along the vertical axis of a matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the primary focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. This will map out the degree to which each course supports the development of each program student learning outcome. The Four-Year Degree Path supported by the Office of Student Academic Success may be helpful (<http://www.niu.edu/osas/DegreePaths/>). Look for strengths and gaps in the curriculum. Ideally all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one outcome but does NOT have to support all learning outcomes.

Course	Develop a professional knowledge base guided by literature, theories, and research.	Apply theory-to-practice models to problems of practice.	Develop collaboration and communication skills to engage with internal and external stakeholders.	Analyze topics related to social justice, equity, and ethics in post-secondary contexts.	Utilize inquiry-based practices to explore programs, practices, and/or problems in post-secondary contexts.
Courses required for the Weekend Ed.D. and Community College Leadership Program					
HESA 770	B		B	B	
HESA 720		B			B
HESA 757		D			D
HESA 700		D			D
HESA 710		D	D		D
HESA 721		D			D
HESA 798	D	D			D
HESA 799	P	P	P	P	P
Weekend Ed.D.					
HESA 702	B	B		B	
HESA 705	D	D		D	

Academic Program

HESA 504	D			D	
Weekend Ed.D. - College Teaching Track and Community College Leadership Program (Courses marked with an * are part of the Community College Leadership Program)					
HESA 733	D	D			
HESA 740*	D	D		D	
HESA 530	D	D			
HESA 759	D	D		D	
Weekend Ed.D. - Higher Education Administration Track and Community College Leadership Program (Courses marked with an * are part of the Community College Leadership Program)					
HESA 771*			D	D	
HESA 703	D		D	D	
HESA 575*	D		D		
HESA 772*	D		D		
Community College Leadership Program					
HESA 751	B	B		B	
HESA 555	D	D	D	D	
HESA 704	D	D	D		

Academic Program

4. Assessment Methods

Assessment Methods-by-Outcomes Matrix

The assessment methods section begins with an assessment methods-by-outcomes matrix mapping which assessments will measure a given student learning outcome. Use your curriculum map as a starting place. Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it primarily measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to formatively, summatively, directly and indirectly assess each outcome. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes.

Assessment Method	Develop a professional knowledge base guided by literature, theories, and research.	Apply theory-to-practice models to problems of practice.	Develop collaboration and communication skills to engage with internal and external stakeholders.	Analyze topics related to social justice, equity, and ethics in post-secondary contexts.	Utilize inquiry-based practices to explore programs, practices, and/or problems in post-secondary contexts.
HESA 770	F, D		F, D	F, D	
HESA 720		F, D			F, D
HESA 721	S, D	S, D	S, D	S, D	S, D
Persistence, Graduation Rates and Time to Completion	S, I	S, I	S, I	S, I	S, I

Academic Program

Explanation of Assessment Method

<i>Explanation</i>				
Assessment Method	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
<p>HESA 770 Contemporary Issues Paper</p> <p>In one of their introductory courses to the doctoral program, students complete a contemporary issues paper that includes a literature review and proposed solutions.</p>	Students must earn a passing grade (70% or above).	Of all students attempting the contemporary issues paper assignment, 85% or higher need to pass this assignment.	End of spring semester	Course Instructor/ Program Coordinator
<p>HESA 720 Positionality Statement</p> <p>Students reflect on and draft a positionality statement as a researcher. This assignment challenges them to reflect on their identity and how this identity will shape their approach to research, their relationship with research participants, etc.</p>	Students must earn a passing grade (70% or above).	Of all students attempting the literature review assignment, 85% or higher need to pass this assignment.	End of spring semester	Course Instructor/ Program Coordinator
<p>HESA 721 Dissertation Proposal</p> <p>Students develop a draft of their proposal for the dissertation of practice. The dissertation of practice utilizes scholarly inquiry to address a problem of practice students have encountered in their praxis.</p>	Students must earn a passing grade (70% or above).	Of all students attempting the literature review assignment, 85% or higher need to pass this assignment.	End of spring semester	Course Instructor/ Program Coordinator

Academic Program

<p>Candidacy Examination/Dissertation of Practice Proposal Defenses</p> <p>A successful defense of a students' dissertation of practice proposal serves as the candidacy examination. Students create a proposal for an original piece of inquiry that addresses a problem of practice they have developed. Students present this proposal to their candidacy committee. The proposal includes a detailed review of higher education literature as well as an outline of the methodology the student intends to use for their data collection.</p>	<p>Students must pass the candidacy examination to move forward with collecting data for their dissertation of practice.</p>	<p>80% of students who schedule a dissertation proposal should successfully defend their proposal and pass their candidacy examination.</p>	<p>End of Spring semester</p>	<p>Program Coordinator</p>
<p>Fall-to-Spring Persistence, Graduation Rates, and Time to Completion</p> <p>Students persisting and completing the program indicates that they are engaging in our courses, achieving the intended learning outcomes for each of the courses, and are supported in their academic progress. Time to completion further serves as an indirect measure of students' learning as students who have been prepared for the dissertation stage in coursework will be able to complete their dissertation in a shorter period of time.</p>	<p>Persistence will be measured as Fall to Spring enrollment. Students who were enrolled in the Fall term and who have not graduated or taken an official leave of absence should enroll in the Spring semester.</p> <p>Time to graduation for doctoral students varies based on their dissertation timeline. On average students complete the program within 4-5 years.</p>	<p>75% of students should persist fall-to-spring semester.</p> <p>75% of students need to graduate within 5 years.</p> <p>The average time to completion is 5 years or less.</p>	<p>Start of the Spring semester (at the end of the Add/Drop period) for Persistence Rates</p> <p>End of each Spring semester for Graduation Rates and Time to Completion</p>	<p>Academic Counselor, Program Coordinator</p>