

College of Education
 Educational Leadership & Policy Studies | Higher Education
 Table 3: Student Learning Outcomes

Doctorate in Higher Education

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to demonstrate the ability to be familiar with and show expertise in the core and disciplinary areas of the higher education degree. The evidence of such mastery will be determined by completion of the exam and the ability to interpret and analyze questions in a week long comprehensive examination.	It is expected that 95% of students in the doctoral program will pass the preliminary/comprehensive examination at the end of their coursework.
Student Learning	Upon completion of EDH 6935 Prospectus Development, the student will be able to demonstrate competence in the design of a research proposal on a topic appropriate for a dissertation.	Success will be achieved if 100% of the students taking EDH 6935 Prospectus Development in the spring term of the assessment period receive a passing grade for the course after submitting a draft prospectus approved by the course instructor and the student's major professor.
Student Learning	Upon completion of the course of instruction, the student will be able to analyze the higher education field and the environment that impacts higher education institutional operations (e.g. finance); constituents (e.g. students, trustees); and organizational theory (e.g. change) in a variety of institutional settings (e.g. liberal arts college).	Success will be achieved if 80% of the students taking the doctoral preliminary examination in the assessment period receive a passing score that incorporates the review and analysis of environments impacting the field of higher education. Specifically, students will demonstrate knowledge of the history and philosophy guiding higher education, organizational theory, and student development theory as well as an expertise in their chosen specialization and research methods.
Program Outcome	The Higher Education program faculty will design an updated curriculum for PhD and EdD students based on current trends and program needs. Additionally, within the next year, the program faculty will develop a marketing plan to recruit high quality candidates for each degree track.	By July 2015, the faculty will publish a new handbook for incoming doctoral students detailing requirements for the PhD and EdD students respectively. Additionally, the faculty will consider the marketing plan successful if twenty high-quality applications are received for the 2015-2016 pool of doctoral students seeking admission.

Source: FSU Institutional Effectiveness Portal, 2016-17.

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Masters in Higher Education

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to apply his/her understanding of institutional type and how organizational type influences the practice of student services to analyze how contemporary issues in higher education manifest within specific organizations	Successful achievement of this outcome will occur when 90% of the student affairs majors score 90% or better as determined by a presentation and written report embedded in the course of study. Students are expected to demonstrate their knowledge of higher education organization and contemporary issues via class presentation and a written report analyzing the contemporary issues in the organizational contexts presented during visits to various higher education institutions. Specifically students review and analyze the classic and current literature on a specific student affairs function and through interviews, observations, and documents determine how the institutions visited are applying the current knowledge in the field. The course instructor will grade the presentations and written reports. There is alignment between course objectives and the program's student learning outcomes.
Student Learning	During the last semester of the course of instruction, students pursuing the Student Affairs Emphasis will create an electronic portfolio that demonstrates understanding of the important theories and constructs of the student affairs profession, as well as contemporary issues and organizational contexts, and how practical experiences gained in graduate assistantships and internships have enlightened them regarding this knowledge. The portfolio will demonstrate not only the experiences the student has engaged in during completion of the program of study but how those experiences have provided insights into the field of student affairs.	Successful achievement of this outcome will occur when 90% of the student affairs majors successfully complete a portfolio that includes the elements necessary to receive a score of 90% or better as determined by the higher education faculty assigned to evaluate the document. There is alignment between course objectives and the program's student learning outcomes.
Program Outcome	Students completing the masters in higher education student affairs will arrange professional employment in their chosen field or gain admission to a doctoral program within four months of graduation.	At least 75% of the students completing the masters in higher education student affairs program at the end of the spring term will report that they obtained professional employment in their chosen field or gained admission to a doctoral program by the end of the subsequent summer term.

Source: FSU Institutional Effectiveness Portal, 2016-17.