Three-Year Check-In for Global Higher Education MS Program
At Department of Educational Leadership and Policy Analysis

The creation and maintenance of graduate programs (degrees, majors and named options) represents significant commitments by faculty and staff. The approval process to authorize their implementation is structured to ensure adequate communication and sufficient planning so that programs are ready for students. Given the costs and importance of new graduate programs, in 2014 the Graduate Faculty Executive Committee (GFEC) determined that it was important to “check in” with newly approved programs prior to their first formal university review (which occurs in a new program’s fifth year.) Through this “check-in” the GFEC wishes to provide program faculty and staff the opportunity to assess the completeness of their new program’s implementation and to determine if all mechanisms are in place for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

**Academic Quality and Student Success**

1. Provide an update on the program’s curriculum and learning goals. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

**Updated Curriculum of the GHE program**

Completing the credits for the GHE program requires enrollment in self-contained GHE classes during three terms. Currently some students do this on a Fall, Spring, Summer schedule (hereafter referred as Summer track) and others do this on a Fall, Spring, Fall schedule (hereafter referred as Fall track). In the program’s annual budget plan, we have budgeted for these two course plans of self-contained GHE classes.

The program follows the conventional graduate program model and is currently delivered with traditional face-to-face classroom instruction with no online or blended instruction components. Both the program’s curriculum and content of specific courses have evolved based mainly on students and alumni’s feedback.

**Summer Track**

1st Semester: 9 credits
ELPA 886 Internationalization of Higher Education
ELPA 701 Introduction to Higher and Postsecondary Education
ELPA 725 Research Methods & Procedures in Educational Administration

2nd Semester: 12 credits
ELPA 940 Leadership for International Higher Education Programs and Services
ELPA 881 Ideas of the University: Images of Higher Learning for the 21st Century
ELPA 888 Assessment in Higher Education
ELPA 940 Change Management for Higher Education Leaders in a Globalized Society
3rd Semester: 9 credits
ELPA 736 Administration of Student Services in Higher Education
And two electives within Higher Education courses offered at ELPA

**Fall Track**
1st Semester: 9 credits
ELPA 886 Internationalization of Higher Education
ELPA 701 Introduction to Higher and Postsecondary Education
ELPA 725 Research Methods & Procedures in Educational Administration

2nd Semester: 12 credits
ELPA 940 Leadership for International Higher Education Programs and Services
ELPA 881 Ideas of the University: Images of Higher Learning for the 21st Century
ELPA 888 Assessment in Higher Education
ELPA 940 Change Management for Higher Education Leaders in a Globalized Society

3rd Semester: 9 credits
ELPA 736 Administration of Student Services in Higher Education
And two electives within Higher Education courses offered at ELPA

**Learning Outcomes of the Program:**

Students who successfully complete this program will be able to:

- Develop transnational and intercultural awareness and competence of higher education;
- Describe issues, trends, and challenges concerning the internationalization of higher education in both the U.S. and in foreign countries;
- Identify and analyze issues and challenges pertaining to a given university’s engagement with internationalization;
- Outline the current trends and focuses surrounding research on the internationalization of higher education;
- Design proposals aiming to solve a practical issue in the internationalization process of a postsecondary institution of the student’s choice.

2. **Briefly explain the program’s assessment plan and discuss how you are or how you plan to evaluate student learning. Include a summary of direct or indirect measures, and summarize any data collected to date showing evidence of student learning.**

   The program’s assessment activities follow the department’s assessment plan for all graduate programs coordinated by the department assessment coordinating committee. The program engages in at least one assessment activity per semester. Assessment activities include both direct and indirect measures.

   Beyond the department assessment plan, the program also conducted in the form of an end-of-semester survey in the second semester (Spring), and an end-of-program survey in the third semester (Summer or Fall semester). Both surveys ask students to anonymously answer a
series of multiple-choice and open-ended questions about their learning experiences in the program, their evaluation of advising services and cohort support, preparation for professional career, and personal growth. Students also have the opportunity to offer suggestions for overall program improvement. Both surveys are designed under the guidance of ELPA faculty member, Prof. Xueli Wang who has professional expertise in conducting and teaching assessment in higher education. The program director Dr. Weijia Li is responsible for conducting the surveys and summarize the survey results.

3. **The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.**

   The GHE program has a program director built into its budget model. Serving as the GHE program director, Dr. Weijia Li performs a range of responsibilities that minimize the program’s burden on the Department’s 101 programs. The program director is responsible for program promotion and recruitment of students, working with the department admission committee during the admission process, and administration of the program. Dr. Weijia Li also serves as the graduate advisor for all GHE students. Alongside advising services, he also provides career services including assisting students with finding internship positions on and off campus. Beyond marketing and student services, the program director also teaches two GHE core courses.

   With respect to instruction, when building the Department’s timetable, we first schedule 101 courses before seeing whether faculty have the capacity to teach a course in the GHE program. When faculty are scheduled to teach in the GHE program we of course charge their associated instruction costs to the GHE budget. In a number of cases, summer GHE courses have provided ELPA faculty additional teaching opportunities they might not have if the program did not exist.

4. **Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.**

   ELPA faculty kept informed of the ongoing progress of the GHE program. Approval for any changes to the program are vetted through regular faculty governance processes. Some Department faculty teach in the GHE program and are thus directly involved in ensuring the program’s continued success. This also puts these faculty members in a position of directly maintaining the GHE curriculum. In addition we have convened a GHE Advisory Committee 1

---

1 Members of the committee include: Weijia Li, GHE Director, Eric Camburn, Department Chair, Julie Underwood, ELPA Professor and Former Dean of SOE, Julie Mead, ELPA Professor, Rachelle Winkle-Wagner, ELPA Professor in the HPCE program, and Gilles Bousquet, Professor in the Department of French and Italian, former Dean of International Studies and Vice Provost for Globalization.
Department of Educational Leadership and Policy Analysis

for providing guidance support – both in course design and in program promotion. The implementation of the program has served the Department’s strategic plan in terms of providing professional development opportunities and research-based support to the profession that advances the quality of administrative practice and policy. The GHE program offers its students the unique opportunity to study higher education from both an American and international perspective. It has prepared individuals with the capacities for critical thinking, problem-solving, and global competence that will enable them to engage in educational administration and innovations, as leaders or as researchers, as practitioners or as scholars in higher education in a global context.

Operations and Administration

5. Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

As an academically rigorous cohort program in international programs and services, the GHE attracted a completely new audience for ELPA. The program has been successfully bringing in new and additional students to ELPA since 2012 as it has consistently drawn interest from groups that had not been typically served by previously existing program strands, e.g., current and aspiring professionals in the field of international and global higher education such as study abroad and international student services. To the best of our knowledge, the GHE program remains the nation’s first and only Master’s program in international and global higher education that is delivered on campus and solely in the classroom. Given its unique nature, the GHE program is not competing with, nor drawing students away from, any existing programs in the Department.

6. Funding Considerations

   a. For traditional/pooled programs – How is the program successfully funding its students?

   b. For non-pooled programs – Provide a brief financial summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.

Fiscal Annual Summary

Planned enrollment: 15 (5 international, 10 domestic)²
   Est. paid tuition: $366,885.00

² The planned enrollment is based on the average annual enrollment in 2014 and 2015. In academic year 2014/15, the program enrolled 9 international students and 8 domestic students; in the following academic year, the program enrolled 8 international students and 7 domestic students.
Instructional costs: $135,028.00  
Direct student support costs: $118,888.00  
  Overhead assessment/allocation (10% of tuition): $36,689.00  
  Total costs: $253,916.00  
  Net Revenue: $76,280.00 
SoE Share: $25,172.40  
Excess tuition available for reinvestment: $51,107.60 

Except for the current year’s decline in enrollment, the program has operated successfully on a cost recovery basis since its inception. Revenues from the program were designed to cover program costs and provide a long-term revenue stream to support one faculty retention in the department. The department also used program revenues to support annual recruitment trips to China to build trust and relationships needed to effectively recruit students from China.

7. **If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.**

The program admits international students and is responsible for honoring federal visa regulations. The program follows the conventional graduate program model and is currently delivered with traditional face-to-face classroom instruction with no online or blended instruction components. The Program has never admitted and will not admit students who need ESL services.

8. **Are there any campus policies, services or resources that are impacting the program’s success? If so, please explain.**

On March 2, 2015 (revised 6/9/2016), the university rolled out new policies regarding academic programs (including online programs) with non-pooled tuition. ELPA has been working toward full compliance with the new policies given the fact the GHE program was approved and initiated nearly four years ago under a different set of policy expectations. The department is very enthusiastic about continuing to improve the program.