The Role of Assessment and Accountability in Higher Education Doctoral Programs: A Presidential Perspective

Drs. Sydney Freeman, Jr. & Frances K. Kochan
Phone: 334-339-0167
Email: sfreemanjr@mytu.tuskegee.edu
April 13, 2012
Introduction

• Purpose- Examine University President’s Perceptions of their Academic Doctoral Preparation program as it related to their preparation in the area assessment and accountability.

• Research Question- “Did your (University Presidents) doctoral program prepare you to deal with issues of accountability.
Literature Review

• Assessing Student Learning Outcome

• Teaching and Learning at the Curriculum
Methodology

• Phase One-Quantitative Analysis and Population and Sample Selection
• Phase Two-Qualitative Process
• Coding and Data Analysis Process
• Concerns for Internal/External Validity, Reliability and Generalizability of Results
• Limitations of Methodology
Results

• The role of assessment in the President’s Doctoral Program.
• Importance of Establishing Assessment as a Learning Goal.
• Using Diverse Androgogical Techniques.
Conclusion

Curricular Implications

Policy and Practice Implications

Suggestions for Future Research
Contact Information

Sydney Freeman, Jr., PhD
Director-CVMNAH Teaching & Learning Center

Phone Number: 334-339-0167

Email: sfreemanjr@mytu.tuskegee.edu