

Higher Education Leadership Graduate Study

PORTFOLIO REQUIREMENT

All students seeking a Master's in a degree are required to compile and submit a professional portfolio. The portfolio should be designed to convey a clear picture of the student's professional philosophy, motivations, and capabilities. Course assignments from the various MHEL courses are possible items for inclusion.

The Higher Education Leadership portfolio is based on the Higher Education Leadership Standards and Criteria as established in this document. The portfolio should provide evidence that the candidate has demonstrated competency based on these standards. The portfolio should include:

- Current Resume (1-2 pages)
- Philosophy of Higher Education (based on strengths as a higher education leader, 4 pages minimum)

Candidates who complete an advanced program in Higher Education Leadership should provide evidence based on the Higher Education Leadership Standards that they possess professional knowledge, skills, and dispositions.

The portfolio should also include artifacts and reflections that indicate they can provide and promote:

Standard 1: Leadership

Standard 2: Administration

Standard 3: Research

Standard 4: College Students of America

Standard 5: Law/Policy/Finance

The portfolio should be compiled and referenced in format consistent with the sections listed above.

Evidence should be shown in each standard and also evidence to include demonstrating the use of technology, the use of assessment data, and experience in working with diverse populations.

The student should maintain this portfolio in a three-ring binder over the course of their program of study. It will be reviewed at the practicum/intern seminar and submitted for assessment at the time a student completes his/her final trimester.

Suggested Portfolio Format

Resume

Philosophy of Higher Educational Leadership -- (based on strengths as a higher education leader; 4 pages minimum, typed)

Higher Education Leadership Standards 1-5

A tab or designated section for each standard.

Behind each standard place 2-4 pages per artifact that includes:

- The artifact
- The reason(s) why this artifact fits the criteria of this standard
- What did you learn as a higher education leader candidate from this activity?
- How will you apply what you learned to a post-secondary setting as you exercise your leadership abilities?
- How has this activity changed your thinking?

Other

- This section is designed to reflect the individuality of the cohort. Directions for this section will be shared with the students by the program coordinator.

The Binder

- This portfolio should be a three-ring binder with the student's name on both the front cover and on the spine.
- Thorough work, professional appearance, and clear organization are requirements.

Northwest Educational Leadership

Portfolio Scoring Guide

Student Name: _____ 919# _____ Date Submitted: _____

Date Scored: _____

Total Score: _____/16

University Faculty: _____

The portfolio should provide evidence that the candidate has demonstrated competency based on these standards. In evaluating the portfolio, the following standards will apply:

- Each section scoring a “0” rating does not meet the minimum standard.*
- Each section scoring a “1” rating does meet the minimum standard.*
- Each section scoring a “2” rating exceeds the expectation for the standard.*

Students must score at least a “1” rating for every standard.

Recommendation: 2 - 4 artifacts for each standard, in accordance with the above guidelines.

A. Current Resume:

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Resume is missing or is incomplete and/or writing or organization detracts from the professional appeal	Appropriate resume Writing and format are professional in appearance	Resume is extremely well written and has professional appeal from format to organization

B. Philosophy of Higher Education (based on strengths as a higher education leader)

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Philosophy is missing or so poorly organized and written that it provides little understanding or basis for thought.	Philosophy is complete and provides reflection and foundation.	Philosophy is very comprehensive, identifies specific foundations and applications.

C. Leadership - Students will develop a foundational understanding of the history of higher education, current issues impacting higher education, the principles of organizational and leadership theories and concepts as they relate to higher education, and the role of teamwork and collaboration in higher education.

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Artifact(s) are absent or not strong in demonstrating the foundational understanding of the history, current issues impacting, the principles of organizational and leadership theories and concepts as they relate to higher education, and the role of teamwork and collaboration in higher education. No reflection to explain artifact(s) choice or the role you played in development.	Artifact(s) are present and a reflective document explains how artifacts relate to the standard and why you selected this artifact. The reflection also explains what leadership you provided in development or implementation of the artifact.	Artifact(s) demonstrate strong foundational understanding of the history, current issues impacting, the principles of organizational and leadership theories and concepts as they relate to higher education, and the role of teamwork and collaboration in higher education. The reflection explains the role you played and responsibility you assumed in implementation.

D. Administration - This course will provide higher education graduate students with an overview of American college and university operations in terms of management theory and practice, program planning and evaluation, and quality processes and stakeholder relations. Students will be exposed to philosophies and theories pertaining to these topics and will be expected to utilize knowledge in a practical application.

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Artifact(s) are absent or not strong in demonstrating the understanding and competence in program assessment and evaluation. Reflection is missing or insufficient to decide why the artifact was chosen and the knowledge and skills developed from the artifact.	Artifact(s) demonstrate the understanding and competence in program assessment and evaluation. The reflection explains the choice of artifact(s), what you learned, and how you applied.	Artifact(s) demonstrate the ability to develop and implement comprehensive program assessment and evaluation. The reflection explains in detail the choice of the artifact(s), what you learned, how you applied, and what you will do in the future.
Artifact(s) are absent or not strong in demonstrating understanding and competence in maintaining and improving quality in higher education programs and how quality affects stakeholder relations. Reflection is missing or insufficient.	Artifact(s) demonstrate knowledge and skills in understanding and competence in maintaining and improving quality in higher education programs and how quality affects stakeholder relations. Reflection identifies why the artifact(s) was chosen and how it relates to maintaining and improving quality in higher education programs.	Artifact(s) demonstrate knowledge and skills in understanding and competence in maintaining and improving quality in higher education programs and how quality affects stakeholder relations. Further evidence is provided of use of data to stakeholder relations. Reflection clearly identifies why the artifact(s) was chosen and what was learned, how it was applied and what you will change in the future.

E. Research - This course will provide higher education graduate students with an overview of the Institutional Research Office, institutional research as a profession, and management of institutional information systems. Additionally, students will acquire an awareness of research ethics, research design methodologies, and analysis skill sets necessary to manipulate institutional data, apply appropriate quantitative analysis methods, and interpret obtained results. Skills and knowledge gained during this course will be demonstrated through the successful completion of a student directed field study.

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Artifact(s) are absent or not sufficient to demonstrate knowledge of research ethics, research design methodologies, and analysis skill sets necessary to manipulate institutional data, apply appropriate quantitative analysis methods, and interpret obtained results. Reflection is missing or insufficient.	Artifact(s) sufficiently demonstrate use of knowledge of research ethics, research design methodologies, and analysis skill sets necessary to manipulate institutional data, apply appropriate quantitative analysis methods, and interpret obtained results. Reflection clearly identifies why the artifact(s) was chosen and how it relates to use of knowledge of learning, teaching, and student development to inform decisions.	Artifact(s) are exemplary in demonstrating use of knowledge research ethics, research design methodologies, and analysis skill sets necessary to manipulate institutional data, apply appropriate quantitative analysis methods, and interpret obtained results. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied as a result of learning.
Artifact(s) are absent or not sufficient in demonstrating the ability to speak the language of research, design research projects or analyze and interpret data. Reflection is missing or insufficient.	Artifact(s) clearly demonstrate the ability to speak the language of research, design research projects or analyze and interpret data. Reflection demonstrates why the artifact was chosen and how it provides evidence of the involvement of stakeholder input and shared decision making.	Artifact(s) are exemplary in demonstrating the ability to speak the language of research, design research projects or analyze and interpret data, including frequencies and percents, correlation and regression analyses, Chi Square analysis, T-test analysis, and ANOVA analysis.

F. College Students of America -This course will provide higher education graduate students with an overview of American college and university student services and student affairs. Students will be exposed to philosophies and theories pertaining to these topics and will be expected to utilize knowledge in a practical application.

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Artifact(s) are absent or not sufficient to demonstrate understanding of student services and student affairs at American colleges and universities. Reflection is missing or insufficient.	Artifact(s) demonstrate understanding of student services and student affairs at American colleges and universities. The reflection describes why the artifact(s) was chosen and how commitment and involvement are demonstrated through use of the artifact(s).	Artifact(s) demonstrate the understanding of student services and student affairs at American colleges and universities. The reflection describes why the artifacts were chosen and how they were used in a research opportunity.

Artifact(s) is absent or not sufficient to demonstrate understanding to philosophies and theories pertaining to student services and student affairs. Reflection is missing or insufficient.	Artifact(s) demonstrates understanding to philosophies and theories pertaining to student services and student affairs. The reflection identifies why the artifact(s) was chosen and how it relates to the philosophies and theories in student services and student affairs.	Artifact(s) demonstrates the understanding to philosophies and theories pertaining to student services and student affairs. The reflection describes how the artifact(s) were used in practical application.
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G. Law/Policy/Finance - This course will provide higher education graduate students with an overview of college and university policies and programs in America in terms of legal issues, systems and processes; funding systems and resources (including budget development); and policy development and analysis. Students will be exposed to philosophies and theories pertaining to these topics and will be expected to utilize their learning in practical applications and settings.

Earned _____

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations
Artifact(s) is absent or not sufficient to demonstrate understanding of the law and application of the law fairly, wisely, and considerately. Reflection is absent or not adequate to demonstrate understanding and application of the law.	Artifact(s) demonstrates understanding of the law and application of the law fairly, wisely, and considerately. The reflection indicates why the artifact(s) was chosen and how it demonstrates knowledge and application of the law administered in an equitable and judicious manner.	Artifact(s) present exemplary documentation of understanding of the law and application of the law fairly, wisely, and considerately. The reflection clearly indicates why the artifact was chosen and how it demonstrates high levels of knowledge and skill in application of the law administered in an equitable and judicious manner.

Earned _____

H. Other - This section is designed to reflect the individuality of the cohort. It may include information from guest speakers, diversity experiences, recruitment projects, experiential learning, etc. Standards will be established after the cohort has established an identity, typically by the end of the first course; this section is worth up to two points.

0—Does not meet expectations	1—Meets expectations	2—Exceeds expectations