New Graduate Option
Community College Leadership
Status: Pending Review - Graduate Council Chair

1. Review - College Approver - Education
   Approved by Paula Dungjen, Exec Asst to the Dean / College of Education, March 28, 2016 2:17pm

2. Review - Curriculum Coordinator
   Approved by Cheryl Hagey, Administrative Program Assist / Acad Prgms/Assess/Accred, April 4, 2016 11:04am

   Comments
   Cheryl Hagey (Curriculum Coordinator) April 4, 2016 11:04am
   SUMMARY: This New Graduate Option seeks to add an Option to the Adult and Higher Education program.
   CIP number 131201 has been added to the proposal.
   All Components are met per the Faculty Senate Curriculum Council guidelines.

3. Review - Graduate Council Chair
   Your Decision: 
   - [ ] Approve
   - [ ] Send Back
   Your Comment: (optional) NOTE: These comments are visible to everyone

   [Submit]

More Queued Reviews (5)
- Graduate School; CC Rep - Education; Curriculum Council Chair; Academic Programs; Catalog Coordinator

Proposal
- Proposal ID: 97481
- Type: New Option/Minor
- Submission Date: March 28, 2016 2:16pm
- Effective Term: Summer 2016
- Justification: Community College Leadership PhD/EdD was an area of concentration in the Education Major (2310). This proposal is to create CCL as an option and move it to the newly titled program, Adult and Higher Education (2075). A second option will also be added in Leadership in Higher Education.
- Comments: None

Originators

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<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>DEPARTMENT/SCHOOL</th>
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<tbody>
<tr>
<td>Susan Helback</td>
<td>Instructor</td>
<td>Teacher/Counselor Edcctn</td>
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Contacts

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<tr>
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<tr>
<td>Jennifer Bachman</td>
<td>Coordinator-Academic Program 2</td>
<td>College of Education</td>
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<tr>
<td>Craig Campbell</td>
<td>Instructor</td>
<td>College of Education</td>
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Liaisons

<table>
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<tr>
<th>LIAISON</th>
<th>STATUS</th>
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<tbody>
<tr>
<td>Randy Bell - Assoc Dean-Academic Affairs / College of Education</td>
<td>Responded</td>
<td>Yes</td>
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Higher Education option, both under the new program title: Adult and Higher Education (previously Adult Education). These changes are a critical part of the college reorganization currently underway. (Responded on Mar 28, 2016)

Alfonso Bradoch - Dir-Dept & Studen Svcs / Extended Campus
I see that the catalog listing for Adult and Higher Education (2070) already has reference to the EDD and the PhD for both the CCL and the Leadership in Higher Education options. Thus, I presume this proposal is for the removal of the CCL from the the Education (2310) graduate major? (Responded on Mar 22, 2016)

Paula Dungjen - Exec Asst to the Dean / College of Education
The new option is approved contingent upon acceptance by the deans. (Responded on Mar 20, 2016)

Shannon Riggs - Director / Extended Campus
No objections. (Responded on Mar 23, 2016)

Program Information

Program Title: Community College Leadership
CIP Code: 131201
College/Department or College/School: College of Education / No Department
Program Type: Graduate Option
Associated Major: Adult and Higher Education - EDD, EDM, PhD
Description:

An overview of the growing literature related to community colleges, with an emphasis on the role of research in understanding and interpreting the unique nature of community college leadership. The option is committed to developing tomorrow’s leaders based upon the principle that leadership can be learned and enhanced. Effective leadership is a combination of commitment, management, and vision related to the role and mission of community colleges. This option is dedicated to developing student competencies in communications, resource management, organizational strategy, collaboration, leadership, and community college advocacy. Ethics and a commitment to social justice are critical foundations that undergird all coursework.

This option is designed for the scholar-practitioner wanting to examine through research particular elements of community college organization, learning, and/or leadership.

Requirements:

Content Specialty (12 credits)
AHE 612. Research Perspectives in Education (3)
AHE 613. Research Analysis and Interpretation in Education (3)
AHE 614. Advanced Research Methods in Education (3)
AHE 615. Research Issues (3)

Documents

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<tr>
<th>FILE NAME</th>
<th>FILE SIZE</th>
<th>COMMENT</th>
<th>DATE ADDED</th>
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<tbody>
<tr>
<td>CCL Assessment Plan.pdf</td>
<td>546.56 Kb</td>
<td>Doctoral Assessment Plan for Community College Leadership as per Graduate Council's request</td>
<td>Mar 19, 2016 8:47 am</td>
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## Process

**How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?**

Our Ed.D./Ph.D. concentration is in the College of Education with a concentration on Community College Leadership (CCL). The Adult and Higher Education faculty members meet monthly and annually review the admissions process, coursework, program outcomes, and the progress of our students. Students are required to have a program of study approved by their doctoral committee. Upon completion of the required classwork, students submit a comprehensive portfolio demonstrating mastery of the program learning outcomes, or they demonstrate mastery by taking a comprehensive written examination. Students further demonstrate mastery of their subject by passing an oral exam. There is a program requirement that students obtain approval of their dissertation proposal before proceeding with their formal research. Ultimately a student must submit and defend his/her final dissertation.

The faculty members from the CCL concentration review each step of the process: from the number of applicants, to the number admitted, to the number completing coursework, passing the written examination, the oral examination and the number successfully defending their dissertation. We use oral and written feedback from our graduates and from other employed working professionals to assess the success of our graduates and our program. The results of our assessment effort relate directly to the strategic planning effort of the College of Education and Oregon State University. Examples include significant changes to our program in the past two years. Our location has changed to ensure greater use of technology and easier access by students; our outcomes have been revised to ensure alignment with published national standards; our Ph.D. degree program has been revised to include higher selection standards and direct supervision from full-time faculty member actively engaged in published research; additional full-time faculty have been added to the program to strengthen our research efforts; and we have tightened our admissions standards with a written examination that enables us to assess the writing skills of applicants before they are permitted to enter the CCL concentration.

We have aligned our priorities with the Universities Strategic Plan as follows: (a) we provide an outstanding academic program that meets two of the universities Signature Areas of Distinction: Improving Human Health and Wellness and Promoting Economic Growth and Social Progress. Documentation of our achievement of these measures is based on our placement rates (over 90%) and the positions of leadership our graduates occupy professional. Our graduates positively impact over 500,000 student lives annually; (b) we match the university’s emphasis on access, persistence, and graduation by providing an excellent teaching and learning environment, including significant success in enrolling and graduating under-represented students of color; and (c) we directly address the university’s emphasis on increasing access to innovative, relevant programs through non-traditional delivery modes by offering our program through e-campus and minimizing the number of times that students must attend face-to-face.

### What data are archived? Where, how and for what duration?

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<th>College of Education</th>
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<tr>
<td>The College of Education collects application and program information in an electronic database on applicants and admitted students. From these data, we calculate admission rates, matriculation rates, graduation rates, and years to completion for programs within the College back to 1989. Starting in 2014, our new electronic assessment system (Taskstream) allows us to track key assessments for each program and align them to standards relevant to their program outcomes, as well as accreditation, state, and national standards.</td>
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<td>List the university and program level student learning outcomes (GLO).</td>
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<td>What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)</td>
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<td>List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)</td>
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<td>What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students?²</td>
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Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

Program Level:

*GLO 1-Organizational Strategist

Competencies:
1. Think systematically about organizational cultures, structures, and functions.
2. Use a system perspective to assess and respond to the culture of the organization; to changing demographics; and the economic, political and public health needs of students and the community.
3. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.

**GLO 2- Resource Manager

Competencies:
1. Develop and manage resource assessment, planning budgeting and allocation processes to support programs, services, staff and facilities.
2. Manage conflict and change associated with resource allocation and institutional priorities.
3. Support operational decisions by managing information resources.

***GLO 3-Advocate for Learning

Competencies:
1. Comprehend and articulate a theoretical framework for learning and instructional strategies.
2. Promote learning experiences for students/staff that are consistent with high rates of student success and positive student outcomes.
3. Integrate diverse perspectives from a global perspective.

Assessment of all of the above competencies is based on:

Successful completion of individual courses designed to measure the specific competency. The competencies are embedded in the outcomes of our courses. We will measure success with a 90% completion rate (for the coursework) from the entering cohort of 9-15 students.

Each student completing the coursework must serve as an intern. The internship will require each student to demonstrate competency with three of our GLO’s. We will measure success with 80% completion rate of the internship from the entering cohort of 9-15 students.

The written examination will cover the research GLO and the mastery of subject matter GLO every year. Each of the other four GLO’s will be covered once every four years. We will measure success with 70% of the entering cohort successfully completing the portfolio or passing the examination in three years.

Each student must pass an oral examination demonstrating competency in the program objectives before they are permitted to obtain approval of their dissertation proposal. We will measure success with 60% of our students (measured against the entering cohort numbers) passing the oral examination.