Curriculum Proposal System

New Graduate Option
Leadership in Higher Education

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 2:18pm

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

   Comments
   Cheryl Hagey (Curriculum Coordinator) April 4, 2016 11:11am
   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

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

   Proposal
   Proposal ID: 97482
   Type: New Option/Minor
   Submission Date: March 28, 2016 2:16pm
   Effective Term: Summer 2016
   Justification: Leadership in Higher Education (EdD/PhD) is a new option to be added to the newly titled program, Adult and Higher Education (2075). This option is dedicated to developing student competencies in communications, resource management, organizational strategy, collaboration, leadership, and higher education advocacy.
   Comments: None

   Originators
   NAME  TITLE  DEPARTMENT/SCHOOL
   Susan Helback  Instructor  Teacher/Counselor Eductn

   Contacts
   NAME  TITLE  DEPARTMENT/SCHOOL
   Jennifer Bachman  Coordinator-Academic Program 2  College of Education
   Craig Campbell  Instructor  College of Education

   Liaisons
   LIAISON  STATUS  REQUIRED
   Randy Bell - Assoc Dean-Academic Affairs / College of Education  Responded  Yes

Materials linked from the April 29, 2016 Graduate Council agenda.
both under the new program title: Adult and Higher Education (previously Adult Education).

Alfonso Bradoch - Dir-Dept & Studen Svcs / Extended Campus
I don't understand the intent for this proposal. I see that the catalog listing for Adult and Higher Education (2075) already has reference to the EDD and the PhD for both the CCL and the Leadership in Higher Education options.
(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 questions beyond the one Alfonso has already shared.
(Responded on Mar 23, 2016)

Program Information
Program Title: Leadership in Higher Education
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 extensive literature related to four-year colleges and universities, with an emphasis on the role of research in understanding and interpreting the nature of higher education leadership. The option of leadership in higher education 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 higher education institutions. This option is dedicated to developing student competencies in communications, resource management, organizational strategy, collaboration, leadership, and higher education 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 higher education organization, learning, and/or leadership.

Requirements:

Content Specialty (12 credits)
AHE 672. Research Perspectives in Four-Year Higher Education (3)
AHE 673. Research Interpretation in Four-Year Higher Education (3)
AHE 674. Advanced Research Methods in Four-Year Higher Education (3)
AHE 675. Four-Year Higher Education Research Issues (3)

Documents
<table>
<thead>
<tr>
<th>FILE NAME</th>
<th>FILE SIZE</th>
<th>COMMENT</th>
<th>DATE ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE Assessment Plan.pdf</td>
<td>555.85 Kb</td>
<td>Doctoral Assessment Plan for Leadership in Higher Education option as per Graduate Council’s request.</td>
<td>Mar 19, 2016 8:54 am</td>
</tr>
</tbody>
</table>
### Graduate Doctoral Program Assessment Plan 2016-17

#### 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 Leadership in Higher Education (LHE). 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 LHE 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 LHE 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?

**College of Education**

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.
<table>
<thead>
<tr>
<th>Program Outcomes, Measures and Benchmarks or Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List the university and program level student learning outcomes (GLO).</strong></td>
</tr>
<tr>
<td>Produce and defend an original significant contribution to knowledge</td>
</tr>
<tr>
<td><strong>What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)</strong></td>
</tr>
<tr>
<td><strong>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.)</strong></td>
</tr>
<tr>
<td>Number Completing: Coursework (I): Research courses 672-675 Dissertation Proposal (D) Thesis Defense (D) Final Thesis (D) Professional Presentations (D) Scholarly Publications (D)</td>
</tr>
<tr>
<td><strong>What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students?</strong></td>
</tr>
<tr>
<td>Number Passing/completing: (success is expressed in percentages of original entering cohort of 9-15 students) Coursework completion in two years: 90%; Written exam completion in three years: 80%; Approval of</td>
</tr>
</tbody>
</table>
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.

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.