

**New Graduate Option  
Community College Leadership**

Status: Pending Review - Graduate Council Chair

**1. Review - College Approver - Education**

Approved by [Paula Dungen](#) 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**

NAME	TITLE	DEPARTMENT/SCHOOL
<a href="#">Susan Helback</a>	Instructor	Teacher/Counselor Eductn

**Contacts**

NAME	TITLE	DEPARTMENT/SCHOOL
<a href="#">Jennifer Bachman</a>	Coordinator-Academic Program 2	College of Education
<a href="#">Craig Campbell</a>	Instructor	College of Education

**Liaisons**

LIAISON	STATUS	REQUIRED
Randy Bell - Assoc Dean-Academic Affairs / College of Education To address Alfonso's concern, be aware the catalog description anticipates the approval of the two AHE options (CCL and Leadership in Higher Ed). The current proposal creates the CCL option, and proposal 97482 creates the Leadership in	Responded	Yes

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

### 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

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

## Graduate Doctoral Program Assessment Plan 2014-15

### 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?

#### **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.

Program Outcomes, Measures and Benchmarks or Milestones						
List the university and program level student learning outcomes (GLO).	Produce and defend an original significant contribution to knowledge	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1 Organizational Strategist*	Program level GLO 2 Resource Manager**	Program level GLO 3 Advocate for Learning***
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)	2013-14	2013-14	2014-15	2015-16	2016-2017	2017-2018
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.)	Number Completing: Coursework (I) Dissertation Proposal (D) Thesis Defense (D) Final Thesis (D) Professional Presentations (D) Scholarly Publications (D)	Coursework (I) Internship (I) Portfolio (D) Comprehensive Written Examination(D) Committee Oral Examination(D)	Coursework-Ethics and Research Courses (D) IRB Certification (I) Internship (D) Comprehensive Written Exam (D) Oral Exam (D) Final Thesis (D) Professional Presentations (D) Scholarly Publications (D)	Coursework: Organizational Theory Comprehensive Written Exam (D) Oral Exam (D)	Coursework: Finance & Budgeting Comprehensive Written Exam (D) Oral Exam (D)	Coursework: Instructional Leader (1 and 2) Comprehensive Written Exam (D) Oral Exam (D)
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? <sup>2</sup>	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	Number Passing/completing: (Success is expressed in percentages of original entering cohort of 9-15 students. Coursework completion in two years: 90%; Approval of a Portfolio by Graduate	Number Passing/completing: (Success is expressed in percentage of original entering cohort of 9-15 students. Coursework completion in two years:90% Internship completion 90% Approval of a Portfolio by Graduate	Number Passing/ completing: (Success is expressed in percentage of original entering cohort of 9-15 students. Coursework completion in two years:90%	Number Passing/ completing: (Success is expressed in percentage of original entering cohort of 9-15 students. Coursework completion in two years:90%	Number Passing/ completing: (Success is expressed in percentage of original entering cohort of 9-15 students. Coursework completion in two years:90%

	Dissertation Proposal in four years 60%; Approval of Thesis by committee: 60% in six years.	Committee or Approval of Written Examination by Committee in three years 80%; Approval of Oral Examination by Committee: 80%.	Committee or Approval of Written Examination by Committee in three years: 80% Approval of Oral Examination by Committee: 80%	Committee or Approval of Written Examination by Committee in three years: 80% Approval of Oral Examination by Committee: 80%	Committee or Approval of Written Examination by Committee in three years: 80% Approval of Oral Examination by Committee: 80%	Committee or Approval of Written Examination by Committee in three years: 80% Approval of Oral Examination by Committee: 80%
<sup>z</sup> 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.						
<sup>y</sup> Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.						

**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.