Community College Leadership Program

Response to the Graduate Council and External Review

November 6, 2012

The Graduate Council and External Review Team examined Self-Study Materials, met with faculty, and traveled to Silver Falls State Park to meet with two cohorts of students. The CCLP Faculty appreciated the Review Team’s involvement with both the faculty and the students. Based on this review, the following were the recommendations of the Review Team; and the CCLP faculty members have met several times to review, discuss, and act on the various recommendation. The following describes the work that has been accomplished to date:

1. Overall Recommendation
Restructure, as discussed below.

2. Summary of Findings and Recommendations
A. Choose a degree focus for the program; either EdD applied scholarship or PhD research scholarship.

_CCLP Faculty Response:_

We wholeheartedly agree with the issue of differentiating the Ed.D. from the Ph.D. The faculty are currently working with the dean and the associate dean of the college to finalize the details of this transition as the entire College of Education is currently examining the requirements for both the Ed.D., applied scholarship, and the Ph.D., research scholarship. It is anticipated that the details of this differentiation will be finalized by the end of this year. All CCLP faculty have been instrumental in working on that examination and in developing a differentiation between the two degrees.

The CCLP faculty members recognize that the degree has and will continue to focus on the Ed.D. applied scholarship to enhance the knowledge, skills, and careers for community college faculty and administrators. Thus, most of the CCLP students will be directed to the Ed.D. At the same time, there is a lack of solid research and scholarship on community colleges; and the program and its faculty can make substantial contributions to the field. We therefore feel that, in any one cohort, there may be one or possibly two students for whom the Ph.D. option would serve best. Some of the differences currently being discussed are listed below:

- Ph.D. student would have to undertake a research internship under the direction of an OSU faculty member. (In contrast, the Ed.D. students would undertake a practically-oriented internship.)
- Ph.D. student would be required to take a written examination that focuses on research and on the community college. This would be done prior to the preliminary oral examination. (In contrast, the Ed.D. students would have the option of undertaking the portfolio or the written examination prior to the preliminary oral examination.)
• Ph.D. student would focus the dissertation on a theoretical issue, and the focus of the
dissertation would be on developing or expanding on theory. (In contrast the Ed.D.
students would focus on practical issues and/or evaluations of programs of interest.)
• Ph.D. student would have to submit for publication one or more portions of their
dissertation prior to the doctoral defense.

B. Improve the design and practice of online instruction by development of guidelines and
training for faculty.

CCLP Faculty Response:
The CCLP faculty members feel that the Review Team may have considered the CCLP
program to be an online program. In fact, the once a month meetings at Silver Falls fulfill the 30
hours of face-to-face instruction required for three-credit courses. Thus, the online instruction
serves as a connection with students during the three weeks after they have returned to their
home campuses. That being said, the faculty members recognize that we need to enhance the
online instruction for all of the courses. The Review Team made some very specific
recommendations, and the faculty members have begun to work on each of these:

  Instructor training for effective use of technologies: We began in May 2012, after the
Review, to require all CCLP instructors to participate in special training with eCampus. The
plan is to continue such training each year.

  Design for Blackboard usage: In addition, over the next year, we plan to require each
faculty member to meet with and work with an instructional designer from eCampus to
restructure the online presence and offerings.

  Guidelines for online practice: Once faculty have worked with an instructional designer
and restructured their Blackboard site(s), we plan to work with eCampus to develop guidelines
for all CCLP faculty to use.

  Assessments of technology effectiveness: This is an excellent suggestion, and we plan to
undertake such assessments every other year, starting in 2014.

C. Revise the portfolio project to apply consistent expectations and approaches to be
communicated early in the program.

CCLP Faculty Response
The CCLP faculty members agree with this recommendation. Currently the portfolio is
to undertake a synthesis of the literature, a personal reflection, and then plans for future
development in each of eight learning outcomes. We agree that several of these outcomes seem
to overlap. Therefore, we have begun a process of examining the CCLP Learning Outcomes and
comparing them with the list of six competencies for community college leaders as presented by
the American Association of Community Colleges. The plan is to finalize smaller and more
distinct list of learning outcomes and to develop more specific guidelines regarding the portfolio
by Winter term 2013. In April of 2013, both current cohorts of students who meet at Silver Falls
will be introduced to the new listing and guidelines. They will be given a choice as to which
they would prefer, along with an evening workshop reviewing those outcomes and drafts of
materials that they have produced. The new portfolio guidelines will be included in the
Orientation of new students beginning in Fall 2013.

D. Locate and assess a venue for intensive course work sessions that provides strong
connectivity for mobile devices and computers, as well as greater travel accessibility.

CCLP Faculty Response

The CCLP faculty members partially agree with this recommendation. For much of the
CCLP program, the students and faculty have met face-to-face at Silver Falls. One of the unique
aspects of that arrangement initially was the lack of connectivity. This meant that the busy
administrators were forced to “disconnect” and to concentrate on the course content and the
cohort member relationships. As technology has progressed, this level of isolation has been
diminished, although it is still the case that a single online video can destroy the wireless
connection at Silver Falls. Nevertheless, the faculty members feel that it is important for the
development of the cohort to continue meeting at Silver Falls for part of the year – specifically in
the Fall and Spring terms. Note that the courses meet on campus in May (for the Carpenter
Lecture) and in the Summer.

The faculty, however, recognize the need for increased use of technology, as well as
some travel difficulties, specifically in the winter months. We, therefore, requested and recently
received permission from the dean to move the program to the Wilsonville Training Center of
Clackamas Community College. This will require additional expense to the program, but we feel
that it will enable greater connectivity for those courses and will reduce the travel hazard.

E. Develop a program learning objective intended to achieve learner proficiency in managing
 technological change in the teaching and learning environment.

CCLP Faculty Response

The CCLP faculty members agree with this recommendation. As described in C above,
there is a current review being undertaken of the learning outcomes for the program. In addition,
the faculty members have begun discussing the best approaches to addressing the issue of
managing technology change, whether through one of the courses or though the Friday Evening
Seminar or some combination of the two.