

Attachment 4
Faculty Senate Review – Dec. 10, 2019 Meeting
<https://kstate.curriculog.com/proposal:3983/form>

NEW PROGRAM PROPOSAL
for
[SEP] Doctor of Education (Ed.D.) in Community College Leadership

BASIC PROGRAM INFORMATION

1. Proposing Institution
 - a. Kansas State University
2. Title of Proposed Program
 - a. Community College Leadership
3. Degree to be Offered
 - a. Doctor of Education (Ed.D.)
4. Anticipated Date of Implementation
 - a. Fall 2020
5. Responsible Unit
 - a. College of Education
6. Center for Education Statistics, Classification of Instruction Program (CIP) Code
 - a. 13.0407 (Community College Administration)^{1,2}

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¹ Keyed to NCES document CIP Revision 2020 (p.36), **13.0407 Community College Administration**. (No substantive changes)*CIP Title or Definition Changed*. "A program that focuses on the principles and techniques of administering community and junior colleges and related postsecondary systems, the study of community and junior colleges as objects of applied research, and that may prepare individuals to function as administrators in such settings. Includes instruction in community and junior college finance; policy and planning studies; curriculum; faculty and labor relations; higher education law; student services; research on community and junior colleges; institutional research; marketing and promotion; and issues of evaluation, accountability and philosophy. Examples: - Community College Leadership - Community College Education". Retrieved May 14, 2019 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

² The authors acknowledge the NCES language in fn.1 and note that this new degree proposal in all other places prefers the term 'community and technical colleges' rather than 'community and junior colleges.'

PROGRAM PROPOSAL NARRATIVE

(1) PROGRAM JUSTIFICATION

According to the American Association of Community Colleges (AACC), there are approximately 1,200 community colleges in the United States enrolling more than 12 million students – nearly half of all undergraduates in the nation.³ These institutions are led by a largely senior population of administrators who have expressed real concern for a systematic plan of leadership succession for next generations. In 2016, AACC observed that “...more than 50% of the presidents of colleges that award associate degrees reported that they anticipated stepping down within the next five years, yet only 21.2% of these colleges report having a succession plan in place.”⁴ Two years later, an influential Gallup study reported that an increasing number (47%) of community college presidents agree there is a great need for a systematic path to prepare for the community college presidency. The same study found that community college presidents are markedly pessimistic about the prospects for future leadership, as only 28% said they are impressed by the current talent pool while simultaneously expressing concern for too few women and minority candidates.⁵ Significantly, all these perceptions had increased in strength by at least 10% over the prior year’s survey.

Kansas State University’s relationship to community colleges and leadership preparation dates back to its College of Education’s founding in 1968, as at least a dozen doctoral degrees reflecting interest in community college topics were bestowed during the years 1972 – 2019.⁶ Further, several graduates of the College’s doctoral programs have gone on to fill community college presidencies, and current faculty have strong interest in creating a dedicated community college leadership succession degree.⁷

To support these aims, Kansas State University recently committed to migrating, reinventing, and growing a prestigious national doctoral program that has a proven track record in preparing entire cadres of new community college leaders. With approval of the Office of the Provost, in 2019 the College of Education embarked on a plan to create a new Ed.D. in Community College Leadership degree to be housed in the Department of Educational Leadership where most of the College’s prior interest in two-year colleges occurred. This new professional degree is meant to coexist with other doctoral degrees in the Department that already prepare P-12 principals and superintendents and adult learning experts for leadership positions in business, industry, military, profit/nonprofit settings, and of course the professoriate.

The proposed Ed.D. in Community College Leadership, housed in the Department of Educational Leadership, will function under the newly established John E. Roueche Center for Community College Leadership.⁸ The Roueche Center is named for a preeminent scholar in community college leadership development who served as the Sid W. Richardson Regents Chair and Professor at the University of Texas–Austin (1971-2012), during which time he hooded more than 600 doctoral graduates of whom more than 200 later became community college presidents throughout the nation.⁹ Dr. Roueche has been hired by the College of Education to lead this new Ed.D. degree and to serve as its Executive Director. Additional leadership will be provided by Dr. Margaretta Mathis who will serve as Senior Director. The leadership team will be rounded out by Dr. Terry O’Banion, President Emeritus of the League for Innovation in the Community

³ American Association of Community Colleges (2019). <https://www.aacc.nche.edu/about-us/>

⁴ American Association of Community Colleges. *Executive Leadership Transitioning at Community Colleges.* (2018). Washington, D.C: AACC, p2.

⁵ Jaschik, Scott & Lederman, Doug. “2018 Survey of Community College Presidents.” A Study by Inside Higher Ed and Gallup. Washington, D.C: Gallup (2018).

⁶ The College already possesses a master’s degree emphasis in two-year colleges (Kansas State University degree code for M.S. in Community/Junior College, curriculum prefix MMEDCICC). This prefix will be updated to a new department concurrently with the new Ed.D. proposal.

⁷ Total discussion in this degree proposal should be understood to propose broad leadership development, including presidents and other administrative leaders such as vice presidents, deans, department heads, faculty leaders, and more as discussed later.

⁸ Established by Memorandum dated April 26, 2019 and approved in writing by Provost Charles Taber April 27, 2019.

⁹ Approximately 400 others became vice-presidents of academic affairs, student services, finance, university professors, and more.

College, who will serve as Graduate Faculty Chair for the Roueche Center. Drs. Roueche and O'Banion hold .9 appointments (full-time) in the Department of Educational Leadership at the rank of Senior Professor of Practice, and Dr. Mathis holds the same tenths time at the rank of Professor of Practice. The team will direct this new degree program which is based on a cohort model that engages in intensive formal partnerships with community colleges across the nation.

Justification for the proposed Ed.D. degree rests in the field-based need expressed in earlier paragraphs and is confirmed by current high enrollment. As presently constituted, 55 new doctoral students have already enrolled at Kansas State University in anticipation of this degree – these participants are located in five cohorts ranging from California and Michigan and Ohio to Texas, and new start-up and repeat cohorts are currently forming in other states. Participants in these cohorts are directly sponsored by their respective institutions, with many employers providing aggressive tuition assistance and field-based mentoring. Given this cohort model's historical success and given its current vibrancy and data on future need, it is clear that the proposed Ed.D. degree program is contemporary and sustainable far into the future. Indeed, current data indicate the program is expected to soon exceed 100 active doctoral aspirants and candidates, with plans for additional flexible capacity.

Finally, justification for a new Ed.D. in Community College Leadership relates to existing doctoral degrees at Kansas State University. Although the Department of Educational Leadership already owns an Ed.D. in Educational Leadership (P-12) and a Ph.D. and an Ed.D. in Adult Learning and Leadership (post-P-12), there remains a unique need for a separate Ed.D. in Community College Leadership because this new degree's purpose is distinct and because the curricula of other existing Ed.D. degrees are distinctly different from the proposed new degree – i.e., the proposed Ed.D. in Community College Leadership is comprised of 90 credits, with 60 of those credits focused specifically on the needs of community college leadership preparation rather than on content relating to either P-12 or other more general post-secondary professions. Finally, since participants for the new Ed.D. in Community College Leadership degree are being chosen by their employers, their job marketability will be greatly benefited by a degree name specifically tied to the two-year college context for leadership.

(a) Is the Program Central to the Mission of the Institution?

The mission of Kansas State University is to foster excellent teaching, research, and service as well as to develop a highly skilled and educated citizenry necessary for advancing the wellbeing of the State of Kansas, the nation, and the international community. The University embraces diversity, encourages engagement, and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those it serves. As a comprehensive research land grant institution, Kansas State University is dedicated to developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, businesses, education, and government.

The mission of Kansas State University's College of Education is *to prepare educators who are knowledgeable, ethical, caring decision makers for a diverse and changing world*. This mission is fulfilled through the delivery of exemplary instruction to students at both undergraduate and graduate levels; production, interpretation, and dissemination of sound and useful research and scholarship; leadership, collaboration, and service within the profession; and promotion, understanding, and celebration of diversity.

The proposed Ed.D. in Community College Leadership directly contributes to the mission of both the University and the College of Education. As a national leader in P-20+ education, Kansas State University has a core responsibility to share its expertise with a broader audience of participants at every level and age. The new Ed.D. in Community College Leadership will expand the geographic footprint of the College of Education and will enable the University to additionally reach an underserved education market: i.e., highly employed and hand-selected terminal degree seekers drawn from community colleges across the nation that are actively instituting leadership succession planning. The new Ed.D. degree program, by its nationwide footprint among the nation's approximately 1,200 community colleges, will bring together diverse sets of talented

participants who possess unique backgrounds and experiences and who will be the people leading the next generation of two-year college effectiveness.

In particular, the proposed Ed.D. in Community College Leadership is consistent with selected thematic goals of the strategic vision expressed in the University's *K-State 2025* roadmap:

Theme 1: Research, Scholarly and Creative Activities, and Discovery

Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.

- Research and discovery will be central to this new Ed.D. degree. Participants will be required to complete an intensive doctoral curriculum containing theory and application having specific focus on discovery skills and practice, chief among which are these courses:
 - **EDACE 928 *Designing a Comprehensive Plan for Success*** (2 credits) and a companion course **EDACE 929 *Field Study Plan for Success*** (1 credit). These paired culminating courses are designed to apply theory through identification of best and promising practices and development of viable solutions to major educational issues faced by the nation's community colleges.
 - **EDACE 970 *Dissertation Development: Starting the Journey*** (4 credits). This course introduces the theoretical and practical dimensions of research in the context of dissertation inquiry.
 - **EDACE 971 *Field Study Dissertation Development I*** (1 credit) and **EDACE 972 *Field Study Dissertation Development II*** (1 credit). These paired courses launch each student's actual dissertation inquiry, leading toward a completed dissertation proposal which will serve as the doctoral preliminary qualifying examination upon successful proposal defense.
 - **EDACE 999 *Dissertation Research*** (6 credits) in which participants prepare, present, and defend before a panel of scholars the actual completed dissertation demonstrating their individual ability to synthesize and translate research into practice.
- As indicated earlier, the new Ed.D. degree program has hired the nation's leading community college scholars to serve as its leadership team. The program also will appropriately engage the entire Department of Educational Leadership's faculty in additional opportunities for research by expanding the College of Education's network of community colleges, administrators, and teachers. Further, the new Ed.D. degree's curriculum will hire some of the nation's most senior community college presidents and leaders as advisors, lecturers, and occasional teaching faculty who will serve on dissertation supervisory committees. Finally, opportunities for external funding will be augmented by this new degree's launch given its reach into diverse urban and rural contexts.

Theme 2: Undergraduate Educational Experience

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

- Not centrally applicable for this proposal.¹⁰

¹⁰ While the proposed Ed.D. degree is distinctly focused on graduate education, there are spillover undergraduate benefits. Given that service to community colleges benefits principles of access, success, diversity, equity, and completion for underserved populations, this new Ed.D. degree program is specifically designed to prepare current and aspiring leaders for expanded roles (both faculty and

Theme 3: Graduate Scholarly Experience

Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

- Because the source program for the new Ed.D. in Community College Leadership degree brings with it a record of success in employment for earlier graduates, the new KSU degree program will have instant credibility and history.¹¹ Since the proposed degree is being completely rebuilt and newly enhanced with both existing community college partners and new cohorts, the culture of excellence already permeates the degree going forward.
- Because the new Ed.D. in Community College Leadership is built on the values and foundation of diversity, equity, and inclusion, it is assured that the program will place the highest emphasis on recruiting and preparing highly qualified women and minority students for leadership positions in community and technical colleges and related associations throughout the nation.
- Because participants in the new Ed.D. degree are pre-screened and are employer-selected, it is assured that participants will be exceptionally qualified even before university admission requirements are applied. This means the first qualification for cohort admission will be nomination by their respective community college employers, making participants clearly singled out for likely advancement upon graduation. Participants also must satisfy Kansas State University's program-specific criteria to gain admission, as the Department of Educational Leadership will require every program entrant to meet or exceed these standards on a continuous basis:
 - Completed application;
 - Master's degree or higher from a regionally accredited institution in the U.S. or international institution of higher education recognized by the ministry of education or other appropriate government agency;
 - Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
 - Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions of higher education;
 - Current curriculum vita demonstrating three years of related professional experience;
 - Personal and professional goal statements;
 - Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
 - Willingness to participate throughout the program of study as a member of a cohort;
 - Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the Ed.D. degree.

Theme 4: Engagement, Extension, Outreach, and Service

Be a national leader and model for a reinvented and transformed public research land grant university integrating research, education, and engagement.

- The Ed.D. in Community College Leadership will intentionally integrate research, education, and engagement. Participants will learn research-based skills, strategies, and theories; will apply these to community college contexts and to their specific locations; and will engage the colleges and communities in which they live and work. Participants will develop a

administrators) for the nation's community and technical colleges. Many students attending the nation's 1,200+ community colleges are from first-generation-to-college, low income, or other underrepresented groups. Their particular needs often present daunting challenges for leaders who must be properly equipped – i.e., a call for institutions to be effectively designed to provide appropriate student supports, learning experiences, and desired outcomes for both academic advancement and/or workforce preparation.

¹¹ See earlier discussion (p.2) regarding over 600 graduates who ascended to community college leadership roles.

foundation of ideas, skills, and attitudes that will be used to inform their experiences in professional settings throughout the nation.

Theme 5: Faculty and Staff

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

- The Ed.D. in Community College Leadership will broaden the perspectives of the supervising university faculty by fostering a more diverse student body with a nationwide constituency and by increasing connections with a larger network of community colleges, administrators, faculty, and other education professionals.
- Program development and demand will create needs for additional communication, collaboration, and high-quality faculty.

Theme 6: Facilities and Infrastructure

Provide facilities and infrastructure that meet evolving needs at a competitive level with benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

- The proposed Ed.D. in Community College Leadership degree will be a blended learning experience, combining high quality distance learning with short intensive face-to-face instruction in the various states and locations where cohorts presently and eventually operate. These modalities will be augmented by site internships and externships to provide real-time application. The College of Education's ability to conceptualize, deliver, and supervise high quality distance education programming already provides a competitive advantage with peer institutions, and the blended approach will capture the best of all deliveries and learning styles.
- Kansas State University's learning management system, Canvas, is especially well-suited to delivery of programs and will be heavily incorporated into this new Ed.D. degree.
- The design of the proposed Ed.D. in Community College Leadership is deliberate in taking best advantage of campus infrastructures at both the Manhattan location and the various community college sites where face-to-face instruction will occur.

Locational and Comparative Advantages of Program

Nationally, few prestige options exist at the major university level for aspiring community college leaders. Only seven institutions of higher learning surfaced when searching for a dedicated degree name in community college leadership (see **Table 1**). Only two of those institutions are major state-funded universities. To the particular point, Kansas State University is one of only two R-1 institutions serving the target mission, although only KSU intends a national focus. Finally, among these KSU will be nearly alone in having a truly separate community college degree.

Table 1
Universities Providing Dedicated Named Ed.D. Degrees
in Community College Leadership

University or College	Carnegie	Total Credits*	Focus
Ferris State University	R-2	91	Regional
Kansas State University—proposed	R-1	90	National
Morgan State University	R-2	90	Regional
National American University	--	90	Regional
New Jersey City University	--	85	Regional
Northern Illinois University	R-2	84	Regional
North Carolina State University- Raleigh	R-1	72	Regional

* Arrayed by total credits required.

Additionally, some smaller state institutions offer emphases or tracks in community college leadership as part of a general Ed.D. degree, and the same is true for a small number of private and/or for-profit companies. These programs are often limited in footprint and size, with most having only 1-2 faculty and only 5-10 students per year; virtually all are focused on local or regional service. It is not always clear whether a program claiming a community college emphasis is truly freestanding, but it is accurate to describe most as subordinated to broader degrees such as ‘educational leadership’. Among the variously sized institutions characterizable in this way are several California state system universities (CSU-Fullerton, CSU-Long Beach, San Diego State, San Francisco State), Iowa State University, Michigan State University, Oregon State University, Rowan University, University of Florida, University of Maryland, and Walden University. The net sum of Table 1 above and additional sifting strongly suggest that the proposed KSU degree (specifically named Ed.D. in Community College Leadership) will experience virtually no real competition at the national level: certainly the case as it relates to R-1 prestige, national scope, and program enrollment.

Kansas State University’s brand also represents a competitive advantage. One impetus for relocating to KSU and reinventing the migrating doctoral program in community college leadership arose from KSU’s national reputation for adult learner scholarship and professional associations. For example, in addition to the newly established Roueche Center for Community College Leadership, the Department also has housed the *Adult Education Quarterly*, serves as the repository for conference proceedings of the American Association of Adult and Continuing Education, and houses the American Adult Education Research Conference. KSU is also advantaged by its size and sophistication in having in place reciprocity agreements¹² and accreditations¹³ that allow many of its programs to operate throughout the nation. In sum, KSU provides size, scope, footprint, fiscal and human resource capacity, program reputation, and prestige on a scale unequaled by any genuine competitors.

(b) What is the Student Demand for the Program, and what are the Characteristics of the Students Who Will Participate in the Program?

Justification for a new Ed.D. in Community College Leadership, laid out earlier in this proposal, made clear that demand is coming from all directions, including most urgently from the cadre of formal leaders who are leaving the nation’s 1,200+ community colleges through retirement. Demand was further established by the very nature of this proposed degree’s enrollment source, i.e., community colleges across the nation are increasingly engaging in leadership succession planning by joining with KSU to bring the Roueche training experience to their respective campuses. Almost daily the leadership team for the Roueche Center at KSU receives a new inquiry about establishing a cohort – and cohorts range in average size from 12-25 with some community colleges having multiple cohort iterations. Immediately after the decision by the College of Education to migrate a reinvented program to KSU, fully 55 current students asked to transfer their degree completion to KSU. More cohorts are in negotiation, ensuring enrollments well into the future. The College of Education is committed to meeting the challenge by expanding services and resources to match the demand.

Proof of student demand is self-evident in this proposal because the Ed.D. in Community College Leadership is designed for a large national market and carefully tailored to working adults who have been handpicked by their employers for participation, often with generous employer tuition support. The program features blended instruction, with nationally known professors and guest faculty traveling to where student cohorts are located. This on-time and real-time model is a key feature of the degree program, and every currently enrolled participant clearly and repeatedly expresses how s/he was drawn to the program due to the desire to be a Roueche scholar with all its attendant intellectual and employment advantages.

Characteristics of students chosen for participation in this Ed.D. were identified throughout the preceding pages: namely, (1) students are handpicked by their employers to participate; (2) students are consequently earmarked for eventual leadership roles; (3) students’ tuition is often financially subsidized by their employers for the same reason; (4) students are granted release time to pursue

¹² National Council for State Authorization Reciprocity Agreements (NC-SARA). <https://www.nc-sara.org>

¹³ Kansas State University is fully accredited by the Higher Learning Commission (HLC). The College of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education. Individual programs in the College comply with standards of their respective professional associations.

portions of their programs in order to facilitate access and success; and (5) students are expected to provide an enhanced employment return on the employer's investment upon program completion. In sum, student success in the Ed.D. program is greatly enhanced by the conditions leading to and surrounding their academic journeys.

The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in **Table 2**.

Table 2
New Ed.D. Degree Proposal
KSU Enrollment Migration History and Enrollment Success Targets

	2019-2020	2020-2021	2021-2022
Migration	55 (actual Summer '19)	n/a	n/a
Anticipated enrollment	15 (additional Fall '19)	100	130
New cohort start-ups	2	3	3
Anticipated hoodings based on three-year cohort plan	6 (est. 2019) 21 (est. 2020)	30	30

(c) What is the Demand for Graduates of this Program?

Needs-based analysis earlier in this proposal established that there is an actual and looming surge in retirements and other leadership needs pressing the nation's 1,200+ community colleges. In addition to the great demand for presidents, there is the same demand for vice presidents, deans, directors, and faculty leaders which greatly multiplies the need. This proposed Ed.D. in Community College Leadership, while representing a new degree title, is actually a reinvention and redesign of a program that is migrating to Kansas State University and will grow under the auspices of KSU. The program's experience base provides the best evidence of demand for graduates, as over just the last six years roughly 75 persons completed the program with meaningful employment enhancement (see **Table 3**).

Table 3
New Ed.D. Degree Proposal
Migrated Degree Completion History
and Representative Employment Enhancement Outcomes

YEAR	HOODINGS= 75	Resultant Job Title Increases
2019	6	-Chief of Staff and Assistant to the Chancellor for Strategic Initiatives, Southern University (LA) -Department Chair and Professor, Computer and Office Studies, Long Beach City College (CA)
2018	25	-President, Garden City Community College (KS) -Director General, National Commission on Higher Education (Republic of Liberia)
2017	38	-Vice President for Academic Affairs, Butler County Community College (KS) -Dean of Technology, Health, and Business Division, Tarrant County College (TX)
2016	6	-Vice President of Academic Affairs, Aims Community College (CO) -Vice President, Workforce Economic Inclusion, Manufacturing/Advocacy Network (OH)
2015	n/a	-Dean, Career Technical Education and Workforce Development, College of the Sequoias (CA)
2014	n/a	n/a
2013	program launch*	n/a

* HLC approval year.

(2) CURRICULUM OF THE PROPOSED PROGRAM

Migrating students and new cohorts alike will have the same national course and curriculum experience. The curriculum has been freshly aligned with new standards and competencies¹⁴ published by the American Association of Community Colleges (see **Table 5** later). That alignment is further reflected in the Student Learning Objectives (SLOs — see **Appendix** and related discussion later).

¹⁴ American Association of Community Colleges. *AACC Competencies for Community College Leaders, Third Edition*. Washington, D.C: AACC (2018).

The goals and objectives of the proposed Ed.D. in Community College Leadership degree at Kansas State University are designed to provide talented and ambitious career aspirants with the knowledge and skills needed to demonstrate the learning identified in the new AACC standards. The standards address a range of topics focused on institutional leadership, transformation, and student access/success. More specifically, the AACC standards are structured around named competencies with behaviors to be mastered by the successful community college leader. These broad competencies fall under headings of *organizational culture; governance, policy, and legislation; student success; institutional leadership; institutional infrastructure; information and analytics; advocacy and mobilizing/motivating others; fundraising and relationship cultivation; communications; collaboration; and personal traits and abilities*. AACC standards are further developed by job type so that competencies are identified, grouped, and actualized for each of the following leadership positions: (1) faculty, (2) mid-level leaders, (3) senior-level leaders, (4) aspiring CEOs, (5) new CEOs, and (6) experienced CEOs. The proposed Ed.D. in Community College Leadership at KSU is focused on preparing aspiring CEOs and other top positions, including but not limited to senior faculty, department chairs, state system executives, vice presidents, and more.

The proposed degree enables participants to construct a reflective intellectual framework that will help them make sound educational decisions based on the myriad factors facing top leaders: i.e., the Ed.D. curriculum emphasizes conceptual understanding, synthesis, and application along with research-based theories, skills, and strategies – all directly matched to AACC’s practical standards-based and performance-based outcomes for aspiring community college leaders. The Ed.D. curriculum is described in the three-year cohort plan in **Table 4**.

Table 4
KSU Course and Curriculum Sequence
Ed.D. in Community College Leadership

Course #	Course Title	Credits
	Transfer from master’s degree (may be exceeded subject to limited Graduate School approval)	30
EDACE 851	The Historical and Contemporary Community College	1
EDACE 852	Field Study The Historical & Contemporary Community College (variable 1-2 credits; repeatable)	2
EDACE 853	Access, Equity, and Success	2
EDACE 854	Field Study Access, Equity, and Success	1
EDACE 855	Aligning Vision, Planning, and Resources	2
EDACE 856	Field Study Planning and Resources	1
EDACE 857	Effective Leadership and Theory	4
EDACE 858	Field Study Effective Leadership	1
EDACE 859	Effective Leadership Institute	1
EDACE 861	Fostering Desired Culture: Fundamentals and Strategies for Organizational Development	2
EDACE 862	Field Study Organizational Development	1
EDACE 863	Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes	2
EDACE 864	Field Study Enrollment to Outcomes	1
EDACE 882	Introduction to Educational Research	2
EDACE 883	Field Study Educational Research	1
EDACE 920	Educational Value Choices: Access, Equity, and Success	2
EDACE 921	Field Study Access, Equity, and Success	1
EDACE 922	Policy Formation and Public Process	2
EDACE 923	Field Study Policy and Public Process	1
EDACE 924	Effective Governance and Leadership	2
EDACE 925	Field Study Governance and Leadership	1
EDACE 926	Leadership for Transformation	2
EDACE 927	Field Study Transformational Leadership	1
EDACE 928	Designing a Comprehensive Plan for Success	2
EDACE 929	Field Study Plan for Success	1
EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 970	Dissertation Development: Starting the Journey	4
EDACE 971	Field Study Dissertation Development I	1
EDACE 972	Field Study Dissertation Development II	1
EDACE 991	Internship	6
EDACE 999	Dissertation Research	6
TOTAL=		90

(a) Describe the More Important Academic Objectives of the Proposed Program, Including the Range of Skills and Knowledge Future Graduates will Possess.

As indicated, the proposed Ed.D. in Community College Leadership at KSU already has been aligned with AACC's standards-based and performance-based outcomes for community college leaders. All graduates from the degree program will have experienced the curriculum in Table 4 and consequently will be required to demonstrate *knowledge, skills, and dispositions/attitudes and professional conduct* that satisfy both AACC's standards and the College of Education's mission statement and conceptual framework – i.e., the Ed.D. curriculum has been designed to meet both university/college and AACC standards. **Table 5** reflects¹⁵ AACC's 2018 standards, expressed as competencies and behaviors.

Table 5
AACC Revised Program Standards 2018

Standard 1: ORGANIZATIONAL CULTURE

An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting a path for its future.

Competency	Behavior
Mission, vision, and values of the community college	Demonstrate tangible outcomes from your past and current performance that show you embrace the community college mission, vision, and values.
Culture of the institution and the external community	Gather research on institutions with positions that you are interested in pursuing and speak with colleagues to get a sense of the institutional culture. Understanding the culture of the institution will greatly assist you in determining your 'fit' with it.

Standard 2: GOVERNANCE, INSTITUTIONAL POLICY, AND LEGISLATION

An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.

Competency	Behavior
Organizational structure of the community college	Be familiar with all the core functions that must be addressed through the institution's organizational structure and the positions responsible for those functions.
Governance structure	Understand the role that the governance structure of the college plays in effective leadership. Be familiar with the dynamics of appointed versus elected boards and shared governance, including committees and councils.
College policies and procedures	Understand standard policies that govern the college's operations in the academic and student affairs areas — in particular, those that have direct impact on students so that you can articulate your direct experience with them.
Board relations	Be familiar with members of the board of trustees, including what they are passionate about and how you can best fulfill your role as a member of the team.

Standard 3: STUDENT SUCCESS

An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and completion.

Competency	Behavior
Student success	Be knowledgeable about effective student success strategies, how to build faculty and administrative support for implementation, and how to scale successful practices across an institution.
Consistency between the college's operation and a student-focused agenda	Understand how to evaluate the college's operations using a student-focused agenda. Be willing and able to provide examples of ways to streamline operations in order to promote a more student-focused environment.

¹⁵ Adapted from the position-specific competencies and behaviors identified by AACC (2018) to address the multiple audiences intended for the proposed Ed.D. in Community College Leadership at Kansas State University.

Data usage	Understand and demonstrate how to use data to advance a student success agenda.
Program/performance review	Be familiar with the basic components of program and performance review. Have the ability to demonstrate how these reviews are implemented on your campus and be able to articulate any improvements that resulted from the reviews.
Evaluation for improvement	Understand your strengths and weaknesses and continually evaluate your performance in those areas where you need to improve. Seek opportunities to sharpen your skills.

Standard 4: INSTITUTIONAL LEADERSHIP

An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.

Competency	Behavior
Be an influencer	Understand your role as a leader who has the ability to influence others, particularly in the external community. Also learn to appreciate the value of the internal team and work across silos to form partnerships.
Support team building	Demonstrate ways in which you have engaged in effective team building activities with peers and subordinates. Articulate how these experiences have assisted you in developing as a leader.
Performance management	Have firsthand knowledge of and experience with performance management for staff. A leader seeking an administrative position should have experience with supervising and evaluating staff.
Lead by example	Demonstrate ways in which you have led your team by setting the example.
Problem-solving techniques	When approaching a problem, seek to learn what created the problem, use all resources available to develop alternate solutions, choose and implement a solution, and evaluate its effectiveness.
Conflict management	Have the ability to cite instances where you used a sound process to manage conflicts. Be able to articulate the steps in successful conflict management and have the ability to address the situation when a conflict has come to a resolution and not all parties are happy with or respectful of the final decision.
Advocate for professional development across the institution	Find opportunities to engage in professional development with more focus on improving college operations. Many colleges do not support professional development for employees looking to leave the institution. Be willing to invest in your own professional development.
Customer service	Have a customer service focus. Be able to demonstrate how you make customer service a priority in the work that you do at the college.
Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.

Standard 5: INSTITUTIONAL INFRASTRUCTURE

An effective community college leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.

Competency	Behavior
Strategic and operational planning	Have a strong understanding of the college's strategic planning process, in particular how it relates to accreditation. Be able to provide examples demonstrating your engagement in the college's planning process and how your team implemented goals to support student success.
Budgeting	Understand the college's budgeting process. Be able to demonstrate that you have effective budget management skills. Also, have the ability to demonstrate how to address unforeseen budget challenges that may arise in a fiscal year.
Prioritization and allocation of resources	Understand how to prioritize human, financial, and capital resources to advance the priorities of the institution. Possess the skills necessary to successfully navigate situations where resources are impacted by competing interests.

Accreditation	Have the ability to clearly demonstrate understanding of regional accrediting standards and have some familiarity with the requirements of the accrediting agency. Be able to provide illustrations that show your active engagement in initial accreditation or a reaffirmation process.
Facilities master planning and management	Understand the core components of facilities master planning so that you understand the complexities of capital outlay/ construction of new facilities, deferred maintenance, etc.
Technology master planning	Have an understanding of the steps involved in technology master planning for a college, including how technology will be integrated immediately and over time to enhance teaching and learning.

Standard 6: INFORMATION AND ANALYTICS

An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance and is open to the fact that data might reveal unexpected or previously unknown trends or issues.

Competency	Behavior
Qualitative and quantitative data	Have firsthand experience with using multiple types of data sources to inform decision-making. Have the ability to provide examples of the types of data used, the ways that the data were used to make an informed decision, and outcomes as a result of the decision.
Data analytics	Understand how to use data to discover valuable information about the institution's performance and to support decision-making. Be able to demonstrate how you have used data to support a decision to improve student success.

Standard 7: ADVOCACY AND MOBILIZING/ MOTIVATING OTHERS

An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communication resources available to connect with the college community.

Competency	Behavior
Community college ideals	Have the ability to clearly and concisely articulate the mission of the community college and take the opportunity to demonstrate your passion for community and technical colleges.
Stakeholder mobilization	Demonstrate ways that you have mobilized internal and/or external stakeholders to support the mission and goals of the community college.
Media relations	Understand the parameters of engaging with the media and that each institution may have different protocols. Always have a key elevator speech and talking points that illustrate the college's priorities.
Marketing and social media	Demonstrate ways that you have used marketing and social media tools to advance the college's agenda. Recognize that employers look at the social media activity of potential candidates, so be thoughtful about the kinds of posts you publish and positions on issues that you take or have taken in the past.

Standard 8: FUNDRAISING AND RELATIONSHIP CULTIVATION

An effective community college leader cultivates relationships across sectors that support the institution and advance the community college agenda.

Competency	Behavior
Fundraising	Have familiarity with effective fundraising strategies. Be able to provide examples of strategies that your team has employed to support the college's fundraising efforts.
Alumni relationships	Be familiar with successful strategies for engaging alumni in support of the college.
Media relationships	Have an understanding of the key components of effective media relations and the rules of engagement with members of the

	media. Be knowledgeable about how to handle difficult situations being covered by the media, and work to hone your skills in this area.
Legislative relations	Understand your state's legislative process, including budgeting. Demonstrate ways in which you have played a role advancing the college's priorities through legislation and policy changes.
Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.
Workforce partnerships	Be able to demonstrate how you developed partnerships that enhanced the workforce opportunities for your region. Give specifics about the type of partnership, the goals of the partnership, and the outcomes.

Standard 9: COMMUNICATIONS

An effective community college leader demonstrates strong communication skills, leads, and fully embraces the role of community college spokesperson.

Competency	Behavior
Presentation, speaking, and writing skills	Practice your communication skills. Provide examples of presentations that you have given with favorable feedback. As a leader set an example of good writing and speaking skills.
Active listening	Understand the importance of active listening. Be able to share experiences that you have had in using active listening techniques in a situation and share what you learned as a result.
Global and cultural competence	Understand and embrace the value of different cultures and the need to expose students to aspects of the global community that may be different than their own. Demonstrate opportunities where you have put this philosophy into action.
Strategies for multi-generational engagement	Be knowledgeable about generational differences and how they can impact the way that an individual engages with the college. Share your observations of how colleges have adapted their strategies to reach individuals from different generations.
Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending.
Fluency with social media and emerging technologies	Keep abreast of emerging technologies that can support the community college mission.
Consistency in messaging	Develop your messaging in support of community colleges. If you tout this philosophy throughout the search process, understand that you must continue this messaging into your position.
Crisis communications	Be familiar with key components of crisis management and communications. Be able to reference specific examples of how you have dealt with a crisis and the response to that crisis.

Standard 10: COLLABORATION

An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of the college community, and sustain the community college mission.

Competency	Behavior
Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.
Work with supervisor	Have knowledge of strategies that you can use to work effectively with your supervisor.
Institutional team building	Show support for team building at the college. Be willing to share your experience with building and supporting teams, including the types of team building activities you have supported.
Collective bargaining (for employees in collective bargaining states)	Be familiar with the general tenets of collective bargaining.

Standard 11: PERSONAL TRAITS AND ABILITIES

An effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda.

Competency	Behavior
Authenticity	Know who you are as a leader, including your skills and the opportunities that you have to improve. Doing so will assist you in determining your 'fit' with institutions.
Emotional intelligence	Provide examples of times that you have had to keep your cool in high-stress situations. Illustrate how you have maintained composure in dealing with difficult situations.
Courage	Demonstrate occasions when you have been courageous in advancing an unpopular program or initiative because it was in the best interest of the institution.
Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and kindness.
Self-management and environmental scanning	Be responsible for yourself and your aspirations. Understand the importance of preparing yourself to achieve your goals and recognize the climate of your current institution and the implications that pursuing new opportunities can have on your current position.
Time management and planning	Utilize proven time management and planning skills. Have the ability to demonstrate how you have used these skills to prioritize multiple projects with overlapping due dates.
Familial impact	Understand the impact that your role as a leader can have on your spouse/partner and children. Develop a plan for preparing your spouse/partner and children for this new reality.
Forward-looking philosophy	Demonstrate ways that you have been an early adopter in relation to changes that have occurred within the sector.
Embrace change	Demonstrate ways in which you have embraced change as a way to improve services for students, rather than embracing change for the sake of change.

(b) The coursework required of all students who major in this program shall be described.

The Ed.D. in Community College Leadership curriculum sequence was identified earlier in **Table 4**.

The delivery system for this degree will be unique and based on a cohort model. Entry to the cohort typically will require the applicant's community college employer to select each individual for participation. Cohorts of students will be formed at community college sites around the nation, with each site entering into a formal partnership with Kansas State University and the Roueche Center for Community College Leadership. Virtually all participants will be provided some tuition support by their sponsoring colleges. Student cohorts will begin on dates-certain, and progression of the curriculum will be lockstep in most cases. As indicated, a three-year cohort plan will drive toward a single graduation date.

Content and delivery will be unique and comprised of blended learning. Traditional three-credit courses will be divided into two-credit synchronous Zoom sessions across each semester, accompanied by a one-credit onsite field study. Field study course professors will travel to the cohort site where the partner community college is located. Faculty for courses will be drawn from the Roueche Center's faculty along with esteemed professors of practice with national reputations and extensive executive experience. All courses will meet accreditation standards for semester duration and contact hours.

Dissertation courses will be led by fully certified faculty, with meaningful engagement of senior field practitioners with insight into site-based research relationships. All course and curriculum and dissertation supervision will conform to Graduate School regulations at Kansas State University.

(c) Internships and practica required of students in this program shall be described.

All participants will complete the minimum six-credit hour internship required for all Ed.D. degrees at Kansas State University. Participants will engage in internship experiences and additionally may participate in leadership institutes built into the Ed.D. curriculum. Supervision of internships will be overseen by faculty of the Roueche Center for Community College Leadership. Field supervisors also will be responsible for providing onsite supervision.

(d) If clinicals are required, are sufficient sites available?

Answered as part of (c) above.

(2) PROGRAM FACULTY

Faculty for the Ed.D. in Community College Leadership will be drawn first from the John E. Roueche Center for Community College Leadership and then drawn next from a cadre of highly qualified practitioners who carry various KSU titles including, but not limited to, Professor of Practice and Teaching Professor of Practice. Other faculty will be drawn from the Department of Educational Leadership. All faculty will have Graduate School approval for their designated roles. Core and support faculty are identified in **Table 6**.

Table 6
Core and Support Faculty
Ed.D. in Community College Leadership

Name	Degree and Title	FTE Time	Credentials and Role in the Program
Core Faculty			
John E. Roueche	Ph.D. Senior Professor of Practice, Executive Director, Roueche Center for Community College Leadership	100% .9 FTE	Served as Sid W. Richardson Regents Chair, The University of Texas at Austin (1971-2012) and founder of the new Ed.D. program at KSU. More than 200 of his doctoral graduates became presidents of community colleges. Author of 37 books and 175 articles on leadership, teaching, and learning, he directed more than \$40 million in competitive awards. His role is to lead the Center, expand the program nationally, foster program partnerships, and recruit.
Margaretta Mathis	Ph.D. Professor of Practice and Senior Director, Roueche Center for Community College Leadership	100% .9 FTE	Before joining the community college field, served for 25 years in federal and state government relations, policy development, and national association management, including the Arizona Governor's Community Policy Office, the Committee on Ways and Means, U.S. House of Representatives. Coauthored and managed successful multi-million dollar grants from the Bill and Melinda Gates Foundation and the U.S. Departments of Education and Commerce. Authored a book, chapter, 28 articles and project case studies; organized 35 student success institutes; and presented at more than 100 national conferences. Served as Senior Vice President, Roueche Graduate Center, (2012-2018) and Senior Lecturer, The University of Texas-Austin. Her role is to co-lead the Center, direct curricula/program updates and delivery, contribute to publications and marketing, teach, supervise, foster partnerships, and recruit.
Terry O'Banion	Ph.D. Senior Professor of Practice, Roueche Center for Community College Leadership	100% .9 FTE	President Emeritus and Senior Fellow for the League for Innovation in the Community College and consultant to special projects for the League, MetLife Foundation, Bill and Melinda Gates Foundation, the Chauncey Group International, Educational Testing Service, and more. Author of 17 books and over 200 monographs, chapters, and articles on the community college. His role is to serve as graduate faculty chair for the Roueche Center; oversee faculty evaluations and orientations; teach; prepare grants and publications; assist with program establishment and marketing; foster program partnerships and recruit.
David Thompson	Ed.D. Elvon G. Skeen Endowed Chair and Professor	50% 1.0 FTE	As former Department Head of Educational Leadership (1993-2019), he supervised academic establishment of the new Ed.D. in Community College Leadership and served as lead author for the degree proposal. His role is to oversee the Ed.D. program creation and institutionalization until it is fully established in the university system.
Jerry Johnson	Ed.D. Lydia E. Skeen Endowed Chair, Professor and Department Chair	Subsumed in chair duties	Department Head where the Roueche Center and the Ed.D. in Community College Leadership are located. Once the degree is established, all aspects will report to him.

Royce Ann Collins	Ph.D. Associate Professor	Subsumed in assessment duties	Director of Assessment for the Adult Learning and Leadership program in the Department of Educational Leadership. Her role is to prepare the degree application's assessment plan and to lead/assist with continuous assessment monitoring and improvement.
Field-based instructors and supervisors	Cadre of Professors of Practice and other professional titles	Hired per course- internship- committee service	The Ed.D. program utilizes nationally qualified field-based adjuncts who are successful senior leaders and CEOs in the community college world, all with terminal degrees. These leaders will teach courses, supervise internships, serve as liaisons to partnership community college sites, and may serve as doctoral committee members.
Support Faculty			
KSU Faculty of Adult Learning and Leadership	Regular tenured/ tenure track faculty	Variouly involved on request	The Adult Learning and Leadership faculty (6.0 FTE): 1 Full Professor; 4 Associate Professors; 1 Assistant Professor

Number of Graduate Assistants Needed to Serve Program

The proposed Ed.D. in Community College Leadership, as a totally graduate degree, will utilize no graduate assistants for instruction or other purpose. Other support staff in the form of cohort site coordinators will carry out the administrative and technical duties supporting the operation.

(4) ACADEMIC SUPPORT

(a) What are the Academic Support Services for this Program?

As indicated, the Ed.D. in Community College Leadership will assign daily program and operations oversight of the Roueche Center to a .9 FTE (full-time) position titled Professor of Practice and Senior Director. Additional leadership/recruitment support will come from two other Senior Professors of Practice, also having .9 FTE appointments. In addition, a 1.0 FTE position will serve as Assistant Director of the Roueche Center for the purpose of providing academic advising, graduate faculty and student support. Further, each partner community college site will house an on-ground program coordinator responsible for daily administration and maintenance of student and program needs. The Roueche Center's faculty will provide academic advising, along with advising support from the field-based faculty/supervisors who teach and evaluate internships and serve on doctoral committees. The Center will be responsible for assisting students in all aspects of the degree program — satisfying admission requirements, enrolling in courses, registering for examinations, scheduling defenses, and graduation requirements. Finally, the Chair of the Department of Educational Leadership will provide overall vision/program support along with providing resolution for issues and problems.

(5) FACILITIES AND EQUIPMENT

(a) What are the Anticipated Facilities Requirements?

An office for the Roueche Center will be provided in Austin, Texas where the Senior Professor of Practice and Founder/Executive Director is located. Other full-time Professors of Practice will be officed at their respective locations at no additional cost. Instructional facilities will reside at cohort sites in the various states; consequently, no additional space requirements, facilities, or renovations are envisioned.

(b) What New Equipment will be Required beyond Normal Additions?

The Roueche Center for Community College Leadership will be allocated a sufficient budget to cover all costs including staffing, equipment, supplies, and travel. The Center will be expected to self-fund from tuition revenues. No other major start-costs are expected.

(6) PROGRAM REVIEW, ASSESSMENT, AND ACCREDITATION

(a) What Program Review Process Methods will be used to Review the Program?

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews. The degree will be subject to all evaluations as described herein, i.e., internal reviews by Kansas State University's Graduate School; program and budget reviews by the College of Education;

program oversight and maintenance by the Department of Educational Leadership; and external reviews including by the Kansas Board of Regents. The Roueche Center further plans to create a national community college advisory board. All facets of the new Ed.D. degree in community college leadership will report to the Dean of Education and the Chair of the Department of Educational Leadership. Student reviews will be required as well, including but not limited to surveys at points during and at conclusion of their degree programs to help faculty make improvements. Data from surveys and student assessments will be aggregated, reported, and used for adjustments (see assessment plan in **Attachment 1**).

(b) What Student Learning Outcomes Measures Will Be Used to Assess the Program's Effectiveness?

Student Learning Outcomes (SLOs) for the proposed Ed.D. in Community College Leadership are based on the College of Education's Conceptual Framework and the *2018 AACC Competencies for Community College Leaders* (see **Table 5** and discussion earlier). Formative and summative assessments will be used throughout each participant's degree path. Required courses and experiences tied to SLOs involving foundations, content area, internship, and research are identified in **Attachment 1** (contains the entire assessment plan).

(c) What are the Institution's Plans Regarding Program Accreditation?

The Higher Learning Commission (HLC) accredits Kansas State University. Similarly, the Professional Education Unit at Kansas State University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education (KSDE). Various departments in the College house programs that fall under these accreditations.

The new Ed.D. in Community College Leadership will be assigned to the Adult Learning and Leadership focus within the Department of Educational Leadership. While some programs in the Department are governed by NCATE and KSDE, adult learning is subject only to HLC and internal reviews. Consequently, the new Ed.D. will be subject only to requirements of the HLC, KBOR, and the University itself.

Program Approval

I. General Information

A. Institution	Kansas State University
B. Program Identification	
Degree Level:	Doctoral
Program Title:	Community College Leadership
Degree to be Offered:	Doctor of Education (Ed.D.) in Community College Leadership
Responsible Department or Unit:	College of Education, Department of Educational Leadership
CIP Code:	13.0407 ^{i, ii}
Modality:	Hybrid
Proposed Implementation Date:	Fall 2020
Total Number of Semester Credit Hours for the Degree: 90	

II. Clinical Sites: Does this program require the use of Clinical Sites? NO

III. Justification

The American Association of Community Colleges (AACC) indicates that there are approximately 1,200 community colleges in the U.S. enrolling more than 12 million students – nearly half of all undergraduates in the nation.ⁱⁱⁱ These institutions are led by a senior population of administrators who have expressed concern for a systematic plan of leadership succession. In 2016, AACC observed “...more than 50% of the presidents of colleges that award associate degrees reported that they anticipated stepping down within the next five years, yet only 21.2% of these colleges report having a succession plan in place.”^{iv} In 2018, an influential Gallup study^v reported that an increasing number (47%) of community college presidents agree there is a great need for a systematic path to prepare for the community college presidency. The same study found that community college presidents were pessimistic about the prospects for leadership, as only 28% said they were impressed by the current talent pool and expressed concern for too few women and minority candidates.

In response, Kansas State University has committed to migrating, reinventing, and growing a prestigious national doctoral program with a proven track record in preparing entire cadres of new community college leaders.^{vi} With approval of the Provost, in 2019 the College of Education embarked on a plan to create a new Ed.D. in Community College Leadership degree. This new degree is meant to coexist with other doctoral degrees in the Department of Educational Leadership that already prepare P-12 principals and superintendents and adult learning experts for leadership positions in business, industry, military, profit/nonprofit settings, and the professoriate.

The proposed Ed.D. in Community College Leadership will function under the John E. Roueche Center for Community College Leadership.^{vii} The Center is named for a preeminent scholar who served as the Sid W. Richardson Regents Chair and Professor at the University of Texas–Austin (1971-2012), during which time he hooded more than 600 doctoral graduates of whom more than 200 became community college presidents. Dr. Roueche has been hired to lead this new Ed.D. degree and to serve as its Executive Director. Additional leadership will be provided by Dr. Margaretta Mathis who will serve as Senior Director. The leadership team will be rounded out by Dr. Terry O’Banion, President Emeritus of the League for Innovation in the Community College. Drs. Roueche and O’Banion hold .9 appointments in the Department of Educational Leadership at the rank of Senior Professor of Practice, and Dr. Mathis holds the same tenths time at the rank of Professor of Practice. Additional tenure-track hires are planned based on enrollment performance and growth.

Justification for this new Ed.D. degree rests in the extensive field-based need expressed in earlier paragraphs and is further validated by existing cohort agreements and requests for new start-up cohorts. It is especially confirmed by current high enrollment inasmuch as fully 55 new students have already enrolled at Kansas State University to pursue the community college emphasis.^{viii} Current data indicate the program will soon exceed 100 students, with plans for additional flexible capacity.

IV. Program Demand

Market Analysis

As indicated, program demand is already verified through transfer of 55 new doctoral students to Kansas State University. These enrollments support the justification for a new degree program laid out earlier in that demand is coming from all directions, including most urgently from the formal leaders who are leaving the nation's community colleges through retirement. Demand is further secured by this proposed degree's key enrollment source, i.e., community colleges across the U.S. are increasingly engaging in leadership succession planning by formally partnering with K-State to bring the Roueche training experience to their respective campuses. And as also indicated, almost daily the leadership team for the Roueche Center receives an inquiry about establishing a new cohort. The market is truly significant, as cohorts range in average size from 12-25 with some community colleges having multiple cohort iterations.

Additional proof of program demand is self-evident because the proposed Ed.D. in Community College Leadership is designed for a large national market and is carefully tailored for working adults who typically have been handpicked by their employers for participation, usually with employer tuition support. The program's cohort-based model adds to its attractiveness by featuring blended instruction using nationally known professors and guest faculty who travel to wherever the cohorts are located. This on-time real-time model is a key market asset, as every currently enrolled participant clearly and repeatedly expresses how s/he was drawn to the program by the desire to be a Roueche scholar with all its attendant intellectual and employment advantages.

The participant selection method and the instructional delivery model have an impressive performance history that speaks to continued marketing success. The selection process is carried out as (1) students are usually hand-picked by their employers to participate; (2) these students are consequently earmarked for eventual leadership roles; (3) these students' tuition is often subsidized by their employers for the same reason; (4) these students are granted release time to pursue portions of their programs in order to facilitate access and success; and (5) these students are expected to provide an enhanced employment return on the employer's investment upon degree completion.^{ix} And as indicated, instructional delivery has attracted and retained students by providing the best faculty with the highest credentials and experience in the students' own work locations.

Final proof of demand is illustrated in the table below, as employment enhancement is closely predicted by historic performance of the migrating program. The table provides examples of recent degree completions and representative employment enhancement outcomes. The same or greater results can be expected for the program's success going forward at Kansas State University, augmented by K-State's national reputation.

YEAR	HOODINGS= 75	Resultant Job Title Increases
2019	6	-Chief of Staff and Assistant to the Chancellor for Strategic Initiatives, Southern University (LA) -Department Chair and Professor, Computer and Office Studies, Long Beach City College (CA)
2018	25	-President, Garden City Community College (KS) -Director General, National Commission on Higher Education (Republic of Liberia)
2017	38	-Vice President for Academic Affairs, Butler County Community College (KS) -Dean of Technology, Health, and Business Division, Tarrant County College (TX)
2016	6	-Vice President of Academic Affairs, Aims Community College (CO) -Vice President, Workforce Economic Inclusion, Manufacturing/Advocacy Network (OH)
2015	n/a	-Dean, Career Technical Education and Workforce Development, College of the Sequoias (CA)
2014	n/a	n/a
2013	program launch*	n/a

V. Projected Enrollment for the Initial Three Years of the Program

The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in the table below.

Year	Headcount Per Year		Sem Credit Hrs Per Year*	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	55	0	1,100	0
Year 2	100	0	2,100	0
Year 3	150	0	2,700	0

* Credit hour calculation based on cohort lockstep three-year degree completion.

VI. Employment

Actual employment history of graduates from this program provides evidence of the proposed degree's impact on local, state, and national constituencies. This degree proposal is aimed at broad leadership development in the community college world to specifically include leadership succession preparation for the roles of president and other leaders such as vice presidents, deans, department heads, faculty leaders, and more. The earlier table in Part IV provided examples of job title enhancements enjoyed by recent graduates to include presidencies, vice presidencies, deanships, directorates, and department chairships attributed to degree completion.

VII. Admission and Curriculum

A. Admission Criteria

Because participants in most instances will be employer-selected, it is assured that participants will be well qualified by work experience and pre-identified for likely professional advancement. Participants also must satisfy Kansas State University's admission criteria, as the Department of Educational Leadership will require entrants to meet or exceed these standards:

- Completed application;
- Master's degree or higher from a regionally accredited institution in the U.S. or international institution recognized by the ministry of education or other appropriate government agency;
- Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions;
- Current curriculum vita demonstrating three years of related professional experience;
- Personal and professional goal statements;
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
- Willingness to participate as a member of a cohort;
- Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the degree.

B. Curriculum

Total includes 30 semester credits transferred from master's degree. New credits earned= 60.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
EDACE 851	The Historical and Contemporary Community college	1
EDACE 852	Field Study: Historical and Contemporary Community College	1
EDACE 852	Field Study The Historical & Contemporary Community College (var 1-2 credits; repeatable)	1
EDACE 853	Access, Equity, and Success	2
EDACE 854	Field Study: Access, Equity, and Success	1

Year 1: Spring

Course #	Course Name	SCH....
EDACE 882	Introduction to Educational Research	2
EDACE 883	Field Study: Educational Research	1
EDACE 861	Fostering Desired Culture: Fundamentals and Strategies for Organizational Development	2
EDACE862	Field Study: Organizational Development	1

Year 1: Summer

Course #	Course Name	SCH....
EDACE 857	Effective Leadership and Theory	4
EDACE 858	Field Study: Effective Leadership	1
EDACE 859	Effective Leadership Institute	1
EDACE 991	Internship	3

Year 2: Fall

Course #	Course Name	SCH....
EDACE 863	Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes	2
EDACE 864	Field Study: Enrollment to Outcomes	1
EDACE 855	Aligning Vision, Planning, and Resources	2
EDACE 856	Field Study: Planning and Resources	1

Year 2: Spring

Course #	Course Name	SCH....
EDACE 920	Educational Value Choices: Access, Equity, and Success	2
EDACE 921	Field Study Access, Equity, and Success	1
EDACE 922	Policy Formation for Public Process	2
EDACE 923	Field Study: Policy and Public Process	1
EDACE 924	Effective Governance and Leadership	2
EDACE 925	Field Study: Governance and Leadership	1

Year 2: Summer

Course #	Course Name	SCH....
EDACE 926	Leadership for Transformation	2
EDACE 927	Field Study: Transformational Leadership	1
EDACE 928	Designing a Comprehensive Plan for Success	2
EDACE 929	Field Study: Plan for Success	1

Year 3: Fall

Course #	Course Name	SCH....
EDACE 970	Dissertation Development: Starting the Journey	4
EDACE 971	Field Study: Dissertation Development I	1
EDACE 972	Field Study: Dissertation Development II	1

Year 3: Spring

Course #	Course Name	SCH....
EDACE 999	Dissertation Research	3
EDACE 991	Internship	3

Year 3: Summer

Course #	Course Name	SCH....
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EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 999	Dissertation Research	3

Total Number of Semester Credit Hours (including master's transfer).....

90

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
CORE FACULTY					
John E. Roueche*	Senior Professor of Practice, Executive Director, Roueche Center for Community College Leadership	Ph.D.	N	Served as Sid W. Richardson Regents Chair, The University of Texas-Austin (1971-2012) and founder of the new Ed.D. program at KSU. More than 200 of his doctoral graduates became presidents of community colleges. Author of 37 books and 175 articles on leadership, teaching, and learning, he directed more than \$40 million in competitive awards. His role is to lead the Center, expand the program nationally, foster program partnerships, and recruit.	.9
Margaretta Mathis*	Professor of Practice and Senior Director, Roueche Center for Community College Leadership	Ph.D.	N	Before joining the community college field, she served for 25 years in federal and state government relations, policy development, and national association management, including the Arizona Governor's Community Policy Office, the Committee on Ways and Means, U.S. House of Representatives. Coauthored and managed successful multi-million dollar grants from the Bill and Melinda Gates Foundation and the U.S. Departments of Education and Commerce. Authored a book chapter, 28 articles and project case studies; organized 35 student success institutes; and presented at more than 100 national conferences. Served as Senior Vice President, Roueche Graduate Center, (2012-2018) and Senior Lecturer, The University of Texas-Austin. Her role is to co-lead the Center, direct curricula / program updates and delivery, contribute to publications and marketing, teach, supervise, foster partnerships, and recruit.	.9
Terry O'Banion	Senior Professor of Practice, Roueche Center for Community College Leadership	Ph.D.	N	President Emeritus and Senior Fellow for the League for Innovation in the Community College and consultant to special projects for the League, MetLife Foundation, Bill and Melinda Gates Foundation, the Chauncey Group International, Educational Testing Service, and more. Author of 17 books and over 200 monographs, chapters, and articles on the community college. His role is to serve as graduate faculty coordinator for the	.9

				Roueché Center; oversee faculty evaluations and orientations; teach; prepare grants and publications; assist with program establishment and marketing; and foster program partnerships and recruit.	
David Thompson	Elvon G. Skeen Endowed Chair and Professor	Ed.D.	Y	As former Department Head of Educational Leadership (1993-2019), he supervised academic establishment of the new Ed.D. in Community College Leadership and was lead author for the degree proposal. His role is to oversee the Ed.D. program creation and institutionalization until it is fully established in the university system.	.5
Jerry Johnson	Lydia E. Skeen Endowed Chair, Professor and Department Chair	Ed.D.	Y	Department Head where the Roueché Center and the Ed.D. in Community College Leadership will be located. Once the degree is established, all aspects will report to him.	Subsumed in chair duties
Royce Ann Collins	Associate Professor and Assessment Director	Ph.D.	Y	Director of Assessment for the Adult Learning and Leadership program in the Department of Educational Leadership. Her role is to prepare the degree application's assessment plan and to lead / assist with continuous assessment monitoring and improvement	Subsumed in assessment duties
RELATED					
Field-based instructors and supervisors	Cadre of Professors of Practice and other professional titles	Variously Ed.D Ph.D.	N	The Ed.D. program utilizes nationally qualified field-based adjuncts who are successful senior leaders and CEOs in the community college world, all with terminal degrees. These leaders will teach some courses, supervise internships, serve as liaisons to partnership community college sites, and may serve as doctoral committee members.	Hired per course or duty as needed
KSU Faculty of Adult Learning and Leadership	1 Full Professor; 4 Associate Professors; 1 Assistant Professor	Variously Ed.D Ph.D.	Y	Involved on request. Teaching areas include the community college, foundations of education, adult development theory, brain-based learning, organization and administration of higher education, program planning, adult learning and motivation, research methods, and more.	6.0

Number of graduate assistants assigned to this program **0**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	91,980.27	91,980.27	91,980.27
Administrators (other than instruction time)	-	-	-
Graduate Assistants	-	-	-
Support Staff for Administration (e.g., secretarial)	-	-	-
Fringe Benefits (total for all groups)	28,513.88	28,513.88	28,513.88
Other Personnel Costs	-	-	-

Total Personnel Costs – Reassigned or Existing	120,494.15	120,494.15	120,494.15
Personnel – New Positions			
Faculty	352,400.00	822,400.00	940,400.00
Administrators (<i>other than instruction time</i>)	248,200.00	248,200.00	248,200.00
Graduate Assistants	-	-	-
Support Staff for Administration (<i>e.g., secretarial</i>)	103,009.66	103,009.66	103,009.66
Fringe Benefits (<i>total for all groups</i>)	137,419.39	175,489.39	185,047.39
Other Personnel Costs	-	-	-
Total Personnel Costs – New Positions	841,029.05	1,349,099.05	1,476,657.05
Start-up Costs – One-Time Expenses			
Library/learning resources	-	-	-
Equipment/Technology	15,000.00	5,000.00	5,000.00
Physical Facilities: Construction or Renovation	-	-	-
Other	-	-	-
Total Start-up Costs	15,000.00	5,000.00	5,000.00
Operating Costs – Recurring Expenses			
Supplies/Expenses	97,500.00	162,500.00	260,000.00
Library/learning resources	1,500.00	2,500.00	4,000.00
Equipment/Technology	1,000.00	1,666.67	2,666.67
Travel	50,000.00	83,333.35	133,333.36
Other	163,480.00	260,770.00	357,620.00
Total Operating Costs	313,480.00	510,770.02	757,620.03
GRAND TOTAL COSTS	1,290,003.21	1,985,363.22	2,359,771.23

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		1,097,250.00	1,995,000.00	2,565,000.00
Student Fees		-	-	-
Other Sources		28,875.00	52,500.00	67,500.00
GRAND TOTAL FUNDING		1,126,125.00	2,047,500.00	2,632,500.00
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-163,878.21	+62,136.78	+272,728.77

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

A portion of current tenured Educational Leadership faculty and staff time will be used to support the new program.

Personnel – – New Positions

This is an executive leadership program that competes in costly national markets. The program requires additional resources to attract reputable faculty who demand higher salaries. To meet the demands of the new program, we have hired or anticipate hiring the following positions:

Full time positions:

Three (3) Senior Professors of Practice;

One (1) Assistant Director;

One (1) Office Specialist III

One (1) Teaching Professor of Practice;

Multiple part-time positions (hires will vary based upon number of students enrolled and cohort sizes):

Program intent calls for additional tenure-track faculty based on enrollment performance.

Start-up Costs – One-Time Expenses

Start-up costs include initial investments for technology and equipment.

Operating Costs – Recurring Expenses

Built on a cohort model delivering high quality executive programming on community college campuses across the nation, this initiative requires additional resources to remain competitive. Program delivery includes cohort-based institutes delivered at off-campus locations. Significant investment in rental space and travel will be required. These resources are critical to support the curriculum and delivery of the program.

B. Revenue: Funding Sources

Tuition and fee structure will be sufficient to adequately fund the program after the one-year investment by the College of Education. Tuition includes course materials, fees, books, distance education software, thesis work, etc. The proposed tuition rate for the program is \$975 per student credit hour (includes \$25 Global Campus administration fee).

C. Projected Surplus/Deficit

The stimulus for this terminal degree initiative relates to an urgent need for a formal and sustained leadership succession program for the nation's 1,200+ community colleges. Many community college presidents and other senior leaders are nearing retirement, and the measurable supply of new top-quality leaders is both unclear and unorganized absent this initiative. The target student audience is, in almost all cases, employees of community colleges who have been singled out by their respective institutions for hiring to nearby or eventual leadership roles. The need is so significant that in many cases these students' tuition is partially or completely supported by their respective schools. By accepting the challenge to prepare a new generation of doctoral graduates, K-State is perfectly positioned to impact a large number of the more than 1,200 community colleges in the nation. After a one-year investment, the program will be self-supported by tuition generated by the program.

XI. Notes

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- ⁱ Keyed to NCES document CIP Revision 2020 (p.36), **13.0407 Community College Administration**. (No substantive changes) *CIP Title or Definition Changed*. “A program that focuses on the principles and techniques of administering community and junior colleges and related postsecondary systems, the study of community and junior colleges as objects of applied research, and that may prepare individuals to function as administrators in such settings. Includes instruction in community and junior college finance; policy and planning studies; curriculum; faculty and labor relations; higher education law; student services; research on community and junior colleges; institutional research; marketing and promotion; and issues of evaluation, accountability and philosophy. Examples: - Community College Leadership - Community College Education”. Retrieved May 14, 2019 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>
- ⁱⁱ The authors acknowledge the NCES language in note 1 and note that this new degree proposal in all other places prefers the term ‘community and technical colleges’ rather than ‘community and junior colleges.’
- ⁱⁱⁱ American Association of Community Colleges (2019). <https://www.aacc.nche.edu/about-us/>
- ^{iv} American Association of Community Colleges. *Executive Leadership Transitioning at Community Colleges.*” (2018). Washington, D.C: AACC, p2.
- ^v Jaschik, Scott & Lederman, Doug. “2018 Survey of Community College Presidents.” A Study by Inside Higher Ed and Gallup. Washington, D.C: Gallup (2018).
- ^{vi} The migrating program was established nearly 50 years ago at the University of Texas-Austin under the direction of Dr. John E. Roueche (see history and credentials in this proposal narrative). For a brief period, the program was housed at National American University before seeking partnership with Kansas State University.
- ^{vii} Established by Memorandum dated April 26, 2019 and approved in writing by Provost Charles Taber April 27, 2019.
- ^{viii} The indicated program has already migrated to Kansas State University and is operating temporarily as a program emphasis within the Ed.D. in Adult Learning and Leadership. This request for a uniquely named Ed.D. in Community College Leadership recognizes the extensive difference in curriculum making up the community college leadership emphasis, and additionally seeks the employment enhancements for graduates that will result from a degree name that specifies the field of study.
- ^{ix} As indicated, most students are employer-selected for participation. These students generally enjoy a 40% - 85% employer tuition subsidy. A very few students may receive no external tuition assistance, and a very few may self-select for participation in response to a general advertisement by employers.