

Kansas State University
Doctor of Education in Community College Leadership

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/Unit:	College of Education, Dept. of Educational Leadership
CIP Code:	13.0407
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 (American Association of Community Colleges, 2019). These institutions are led by a senior population of administrators who have expressed concern for a systematic plan of leadership succession. In 2018, 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” (AACC, 2018a). In 2018, 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 (Jaschik & Lederman, 2018). 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 31% expressed concern for too few women and minority candidates.

In response, Kansas State University has committed to migrating, revamping, and growing a prestigious national doctoral program with a proven track record in preparing entire cadres of new community college leaders. The program operated for many years within the University of Texas at Austin, in addition to a period of time at National American University (NAU). With approval of the Provost, the College of Education embarked on a plan to bring the program to K-State in the form of a new Ed.D. degree in Community College Leadership. This new degree complements the other doctoral degrees in the Department of Educational Leadership that aim to prepare P-12 principals, 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 (approved by the Kansas Board of Regents in September 2019). Dr. Roueche, who directed the program at UT-Austin and NAU, has been hired to lead this new Ed.D. degree at K-State and to serve as its Executive Director. An associate and assistant director have also been hired to assist with the administration of the program.

Students who began at the previous institution offering the program have been allowed to transfer to K-State and join in an existing doctoral program. Once the new Ed.D. degree is approved, they will matriculate back into the Community College Leadership program. The program is offered using a local cohort model, and delivers

courses in hybrid format. More than 50% of the courses will be offered online, with the remainder offered at sites around the country accessible to the local cohorts. Over 50 students have already enrolled at Kansas State University to pursue the community college emphasis, transferring from the previous institution. Current demand indicates the program will soon exceed 100 students. The program will utilize the model from the previous institutions in which capacity is added as local cohorts are enrolled around the country. The K-State College of Education and the leadership of the Roueche Center will be coordinating the program, course offerings, and hiring of qualified adjunct faculty for the program.

IV. Program Demand

A. Market Analysis

The market need for the proposed program rests on three assertions: (1) that the nation's 1,200 community colleges are and will remain essential elements of the higher education landscape in the U.S.; (2) that the current supply of individuals equipped with the knowledge and skills to provide senior leadership to community colleges is inadequate to meet increasing demands and lacking in diversity; and (3) that the mechanisms for preparing senior leaders for community colleges are insufficient to meet demand.

The first assertion, that community colleges are vital to higher education and central to the potential for higher education to impact society in positive ways, is supported by literature describing the historic and contemporary role of the institutions:

In a rapidly changing America and a drastically reshaped world, American community colleges have served as the people's colleges and the Ellis Island of American higher education. They have been the platform from which millions of low- and middle-income Americans have launched their dreams. They do the toughest work in American higher education. And they do some of the most important work in America. They have served our communities and our nation well, and they have done so for more than 100 years. Community colleges, an American invention, are one of the greatest assets of this nation in the task of creating a better future. (American Association of Community Colleges [AACC], 2012)

Perceptions of the relevance and value of community college programs have only increased in recent years with the growth of employment opportunities for completers of two-year degrees and industry certifications (Strada and Gallup, 2018).

The second assertion, that the current supply of senior leaders with the requisite knowledge and skills is inadequate to meet increasing demands and lacking in diversity, is supported by research on senior leadership in higher education in general and community college leadership in particular.

The ability of higher education to flourish will require an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency. Developing and supporting these new leaders is urgent; at a time when thoughtful leadership is more consequential than ever, three trends suggest the need for immediate action: (1) the enormous turnover of college presidents and senior leaders resulting from a wave of retirements; (2) a shrinking pool of individuals interested in the presidency who hold positions that traditionally precede the presidency; and (3) inadequate systems for preparing diverse and nontraditional candidates for the presidency. (Aspen Institute, 2017)

Indeed, the need for effective preparation of a diverse cadre of leaders at all levels of the community and technical colleges is critical as senior administrators and faculty, and those next in line, are retiring at record rates with the aging of the Baby Boomer population (Ashburn, 2007; Campbell, 2002; O'Banion, 2007; Shults, 2001; Weisman & Vaughan, 2007). In a national survey of Chief Academic Officers (CAOs) conducted by the American Council of Education in 2007, the mean age of all CAOs was 58.8 years; moreover, only 19% of the 1,715 CAOs who responded were age 50 and below, nearly 47% were between the ages of 51 and 60, and 33%

were age 61 or older (Eckel, Cook, & King, 2009). As indicated in the previous section, more than half of community college presidents anticipate retiring within the next five years (AACC, 2018a), while more than one in four expressed pessimism about the prospects for leadership succession and nearly one-third expressed concern for too few women and minority candidates (Jaschik & Lederman, 2018).

The third assertion, that the mechanisms available for preparing the senior leaders needed by community colleges is insufficient to meet demand, is warranted by research on the preparation opportunities available. In 2012, approximately 60 university-based doctoral programs in educational leadership were operating in the nation, only 21 of which focused on community college leadership (Council for the Study of Community Colleges, 2012; Reille & Kezar, 2010). The programs focused on community college leadership have historically produced fewer than 50 graduates per year (O'Banion, 2007). Clearly, this low number of program graduates cannot meet the national demand for community college presidents and vice presidents.

The proposed program is explicitly designed to meet the needs of this market through an innovative delivery model that collaborates with community colleges to intentionally cultivate a diverse pool of aspiring senior leaders and prepare them via a program that is explicitly aligned to the contemporary needs of the field.

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	0	55	0	1,155
Year 2	0	45	0	2,100
Year 3	0	50	0	2,985

VI. Employment

This degree proposal is aimed at developing senior leaders for community colleges, to specifically include leadership succession preparation for the roles of president and other executive roles such as vice presidents, deans, directors, and more. As noted in previous sections, there are more than 1,200 community colleges in the nation and more than 600 are expected to need new presidents within the next five years (AACC, 2018a, 2019). The actual employment history of graduates from this program provides evidence of the proposed degree's potential to meet those needs and impact local, state, and national constituencies. The following table provides representative examples of positions held by graduates following completion of the program while it was based at its previous institutions:

Position Title	Institution
President and CEO	American Association of Community Colleges
President	Austin (TX) Community College
Executive Vice President	Austin (TX) Community College
Vice President	Austin (TX) Community College
Chancellor	Bossier Parish (LA) Community College
President	Bowling Green (KY) Technical College
President	Chandler-Gilbert (AZ) Community College
President	Cloud County (KS) Community College
President	Clover Park (WA) Technical College
Vice President	College of the Desert (CA)
President	Cuyahoga (OH) Community College

Vice President	Cuyahoga (OH) Community College
President	Del Mar (TX) Community College
President	Denver (CO) Community College
President	Garden City (KS) Community College
President	Green River (WA) College
Chancellor	Grossmont-Cuyamaca (CA) Community College District
President	Johnson County (KS) Community College
President	Kansas City (KS) Community College
President	Kingwood Campus, Lone Star (TX) College
Provost	Maricopa (AZ) Community Colleges
President	North Harris Campus, Lone Star (TX) College
President	Palomar (CA) College
President	Sinclair (OH) Community College
President	Southern Association of Colleges and Schools
President	Temple (TX) College
Chancellor	The Alamo Colleges (TX) District
President	University Park Campus, Lone Star (TX) College
President	Victoria (TX) College
Vice Chancellor	Wayne County Community College
President	Wichita (KS) Area Technical College

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 credit hours earned in EdD program = 60, with an additional 30 semester credits transferred from master's degree.

Year 1: Fall**SCH = Student Credit Hours**

Course #	Course Name	SCH=6
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=6
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
EDACE 862	Field Study: Organizational Development	1

Year 1: Summer

Course #	Course Name	SCH=9
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=6
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=9
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=6
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=6
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=6
EDACE 999	Dissertation Research	3
EDACE 991	Internship	3

Year 3: Summer

Course #	Course Name	SCH=6
EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 999	Dissertation Research	3

Total Number of Student Credit Hours in Program	60
Total Credit Hours transferred from Masters	30
Total Number of Student Credit Hours to Graduate	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	Ph.D.	N	Founder of the original program, will serve as executive director for new Ed.D. program at KSU.	.9
Margaretta Mathis*	Professor of Practice and Senior Director	Ph.D.	N	Federal and state government relations, policy development, and national association management.	.9
Terry O'Banion	Senior Professor of Practice	Ph.D.	N	Will serve as graduate faculty coordinator for the Roueche Center;	.9
Jerry Johnson	Professor Department Chair	Ed.D.	Y	Department Head, 15% of his time will be spent on program	.15

RELATED FACULTY					
Field-based instructors and supervisors (6 per cohort)	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.	.2

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	-	-	-
Administrators (<i>other than instruction time</i>)	91,980.27	91,980.27	91,980.27
Graduate Assistants	-	-	-
Support Staff for Administration (<i>e.g., secretarial</i>)	-	-	-
Fringe Benefits (<i>total for all groups</i>)	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	1,290,003.20	1,985,363.22	2,359,771.23

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		1,097,250.00	1,995,000.00	2,835,750.00
Student Fees		-	-	-
Other Sources		28,875.00	52,500.00	74,625
GRAND TOTAL FUNDING		1,126,125.00	2,047,500.00	2,910,375.00
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-163,878.20	+62,136.78	+550,603.77

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

- Administrator expenditure calculations are based upon 50% of one 9-month tenured faculty salary, 15% of one 12-month department head salary, and 10% of one 9-month non-tenured faculty salary.
- Fringe is calculated at 31% of the specified salary expenditures.

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.

- Faculty expenditure calculations are based on the cost of one new 12-month faculty member (Senior

Professor of Practice) plus adjunct salaries. Adjunct faculty salaries are based upon the number of predicted cohorts and corresponding field-based instructor needs (three cohorts/18 field-based instructors in year one, five cohorts/30 field-based instructors in year two, and eight cohorts/48 field-based instructors in year three) and the cost of adjunct faculty to serve on committees.

- Year 1:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$240,000
- Year 2:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$710,000
- Year 3:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$828,000
- Administrator expenditure calculations are based upon the cost of two new 12-month administrators (Senior Professors of Practice).
- Support Staff expenditure calculations are based upon two new 12-month staff positions (one Assistant Director and one Office Specialist III).
- Fringe is calculated at 31% of the specified salary expenditures.

Note: 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. Year one includes the cost of technology and equipment purchases for new personnel, and years two and three include estimated costs for maintenance.

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 for field-based instructors for face to face course sessions will be required. Other operating costs include estimated faculty and staff service center investments for university services. 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 (including \$25 Global Campus administration fee).

Revenue calculations for are based upon the SCH data reported in section V and the \$975 per SCH rate—specifically, the *Tuition/State funds* amounts are based upon \$950 per SCH for tuition/fees and the *Other Sources* amounts are based upon \$25 per SCH for Global Campus administration fees.

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. Program Review, Assessment, and Accreditation

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews, including 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. Student learning outcomes (SLO) based on the College of Education's Conceptual Framework and the 2018 AACC *Competencies for Community College Leaders* (AACC, 2018b) will be used to assess program effectiveness. The program will be subject to the external requirements of the Higher Learning Commission (HLC) as part of the university's HLC accreditation process.

XII. Notes

- American Association of Community Colleges (2012, April). *Reclaiming the American dream: A report from the 21st Century Commission on the future of community colleges*. Washington, DC: Author.
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