MAEd in Community College Administration
College of Education and Applied Professions
Educational Leadership and Foundations Department
Year of Review 2008-2009

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Response to Program Review Standards
Master of Arts in Education – Community College Administration Program
Executive Summary

The purpose of the MAEd in Community College Administration is to prepare mid-level community college administrators in the areas of community college fundamentals, organization and supervision, and professionalism.

- **Community college fundamentals** include the history, mission and organization of the American Community College movement; organization of the North Carolina Community College System; and current issues and topics in the community college.
- **Organization and supervision** includes: community college administration, college politics, academic leadership, and an internship at a community college.
- **Professionalism** includes: research, curriculum development, program evaluation and adult education.

The program is designed for practicing and aspiring community college administrators in a variety of positions at a community college. Central to this purpose is the development of leaders who can think critically, communicate, innovate, and perform effectively in the lively environment of the community college. This program is classified as a 'distance learning program' by the General Administration of the UNC system. As such, the program has a target audience that encompasses the state of NC.

The MAEd in Community College Administration is unique in the Department of Educational Leadership and Foundations and the College of Education because it is the only master's degree that focuses solely on developing post-secondary, community college administrators. All other master's degrees focus on K-12 teachers or administrators, or college student personnel. Because of this uniqueness, almost all of the core content courses are taught by the two community college-higher education faculty. This is the only master's degree in the state that focuses on community college administration. Because of this uniqueness, the CCA program has the potential to have significant increases in enrollment.

The primary strengths and challenges of the program are:

**Strengths of the Community College Administration Program** -

1. Experienced teaching faculty with a commitment to excellence in student outcomes and program improvement.
2. Supportive and collaborative relationships with faculty in the Educational Leadership and Foundations department.
3. A student population that represents 18 community colleges in the south central and western North Carolina region.
4. Program delivery that accommodates the part-time distant learner.
5. Responsiveness to expressed needs/feedback of students and graduates to continue to innovate program curriculum and delivery quality.

Challenges to the Community College Administration Program -

1. Number of program faculty.
2. Faculty work load.
3. Limitations on program access due to delivery.
4. Lack of an active Community College Advisory Committee.
5. Needs a recruitment/enrollment management plan.
6. The exclusive use of ITV in some of the courses coupled with budget constraints limit the expansion of the program.

The MAEd in Community College Administration is uniquely positioned to support and enhance the mission of the University, Graduate School, College of Education and Allied Professions and Department of Educational Leadership and foundations. The demand for qualified staff and leaders in the field of community college administration is high. The graduates and future students are improving the lives of the citizens of western North Carolina who attend community colleges, and enhancing the economic and community development of the region. The CCA program is committed to a plan of effectiveness and expanded access, which addresses the needs of its target student populations in the region and beyond, and supports a primary focus on high value and facilitation of rigorous graduate education strategies and quality interaction with students. And finally, the faculty of the CCA program are committed to using data driven collaborative decision-making to continue to innovate and improve the graduate education for community college leaders.
Response to Program Review Standards
Master of Arts in Education Community College Administration Program

Significance and Scope of the Program

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College.

Mission of the University

Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Mission of the Graduate School

A key partner in the University community is the WCU Graduate School. Quality graduate education and active scholarship constitute the central mission of the Graduate School. The School provides services and resources to promote an engaged and diverse community of scholarship. The Graduate School advocates for graduate students, faculty, and programs to benefit the scholarly activities within the university and the region.

Mission College of Education and Allied Professions

The College of Education and Allied Professions is one of five colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master’s, intermediate, and doctoral levels. The primary role of the College of Education and Allied Professions is to prepare educators, leaders, counselors, psychologists, recreation personnel and other human service specialists at both entry and advanced levels. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research. Of these three scholarly
activities, providing optimal learning environments for students is most important, followed by service and research.

Mission Educational Leadership and Foundations Department

The mission of the Educational Leadership and Foundations Department (ELF) is aligned with the mission of the University and College of Education by focusing on educational excellence in preparing teachers and educational leaders, and by providing undergraduate and graduate programs in secondary education, educational leadership, educational supervision, college student personnel, and community college administration.

The ELF mission has three emphases: 1) Creating instructional environments that contribute to students meeting their personal and professional learning goals. 2) Extending the teaching mission beyond the immediate classroom environment to include service to educational and education-related agencies. 3) Ensuring-through research into discipline-related topics, through creating learning environments, and through the provision of professional service--that each faculty member remain a learner (2008).

Further, the faculty of the ELF Department recognize the importance of teaching, scholarship and service in a dynamic learning community. The MAEd in Community College Administration program is administered from the ELF Department.

Purpose of the MAEd in Community College Administration

The purpose of the MAEd in Community College Administration is to prepare mid-level community college administrators in the areas of community college fundamentals, organization and supervision, and professionalism.

• Community college fundamentals include the history, mission and organization of the American Community College movement; organization of the North Carolina Community College System; and current issues and topics in the community college.

• Organization and supervision includes: community college administration, college politics, academic leadership, and an internship at a community college.

• Professionalism includes: research, curriculum development, program evaluation and adult education.

The program is designed for practicing and aspiring community college administrators in a variety of positions at a community college. Central to this purpose is the development of leaders who can think critically, communicate, innovate, and perform effectively in the lively environment of the community college. This program is classified as a 'distance learning program' by the General
Administration of the UNC system. As such, the program has a target audience that encompasses the state of NC.

The mission of the MAEd in Community College Administration (CCA) aligns with the mission of the University, College, and department by its commitment to excellence in scholarship, collaboration with students in program improvement, innovation in program delivery, responsiveness to educational needs of students and North Carolina Community Colleges, and commitment to eliminate geographical barriers to the educational process to educate community college leaders in the western region of North Carolina.

Distinctive aspects of this program

The MAEd in Community College Administration is unique in the Department of Educational Leadership and Foundations and the College of Education because it is the only master's degree that focuses solely on developing post-secondary, community college administrators. All other master's degrees focus on K-12 teachers or administrators, or college student personnel. Because of this uniqueness, almost all of the core content courses are taught by the two community college-higher education faculty. This is the only master's degree in the state that focuses on community college administration. Because of this uniqueness, the CCA program has the potential to have significant increases in enrollment (see the Challenges discussion).

The primary strengths and challenges of the program are:

Strengths of the Community College Administration Program -

1. Experienced teaching faculty with a commitment to excellence in student outcomes and program improvement.

2. Supportive and collaborative relationships with faculty in the Educational Leadership and Foundations department.

3. A student population that represents 18 community colleges in the south central and western North Carolina region.

4. Program delivery that accommodates the part-time distant learner.

5. Responsiveness to expressed needs/feedback of students and graduates to continue to innovate program curriculum and delivery quality.

Challenges to the Community College Administration Program -

1. Number of program faculty - The community college programs (MAEd and Ed.D) lost a faculty member in the summer of 2008. There are no immediate plans for replacement. This person was the Program Director for the Community College Administration program. Remaining two
faculties are teaching both masters and doctoral courses in the community college programs. One of the remaining faculty has been assigned to be the Program Director for both Community College Programs (MAEd and Ed.D) and to manage the teach-out of the closed MAEd in Community College Teaching program.

2. Faculty work load - One tenure-track faculty has responsibilities for administrative duties for the doctoral concentration and the master’s degree community college programs including recruitment, admissions, advising, scheduling, comprehensive examinations, graduation certification, coordination of adjunct faculty in addition to a normal 3-3 teaching load. This faculty member is also directing a number of dissertations. There has been one course release to prepare for the University Academic Program Review. The tenured faculty member is advising the remaining students in the closed MAEd in Community College Teaching program.

3. Limitations on program access due to delivery. Although according to the curriculum specifications, this program has a state-wide target population, it is only serving the western region and parts of the south-central region of NC. There is a clear need for expansion of the distance learning program which is limited by the number of ITV sites currently being served (three, Asheville Buncombe Technical Community College in Asheville, Western Piedmont Community College in Morgantown, and Stanly Community College in Albemarle). Expansion of ITV sites would significantly increase the cost of delivery of the program. A solution to this dilemma is to convert all coursework to an online format. This action would require some faculty professional development and course development time. Converting to an online format could create an additional challenge of program staffing. Since this program is the only one in the state specifically focused on community college administration, there is great potential for enrollment increase, which can be a blessing and a curse, because at this time there are no funding priorities for additional community college/higher education faculty.

4. Lack of an active Community College Advisory Committee. Because of the recent appointment of the new Program Director, there has not been time to reactivate this very important Advisory Committee. The program needs some oversight by practitioners in the field, so that student outcomes will be aligned with needs of the colleges.

5. The program needs a recruitment/enrollment management plan. Due to an unusually large number of graduations during the last several semesters the program is back down to the Spring 2007 levels (there appears to be a cycle of student enrollment that appears about every other
year). There is a need for a plan to recruit new students into the program and provide for enrollment management.

6. The exclusive use of ITV in some of the courses limits the expansion of the program. There is significant cost of expanding the number of broadcast ITV classrooms in terms of schedule coordination, technical management, and the hiring of technicians at each site to make sure that any technical problems are addressed in the distant classrooms. According to the Office of Distance Learning, each site has to have a minimum class enrollment of 10 students to justify the University expenditure, which is not always possible for a rural site. Online delivery would eliminate the need for ITV classrooms, and would eliminate this cost of program expansion.

See Appendix 1 for required documentation.

**Standard 2. The program engages in ongoing, systematic planning that is reflective of the University’s strategic priorities.**

The Chancellor lists three primary goals for WCU: 1) improving institutional quality, 2) growing enrollment, and 3) supporting the region. The Program Goals of the MAEd in Community College Administration reflect these goals.

**Program Goals of the MAEd in Community College Administration:**

1. Provide accessible graduate education to community college professionals that overcomes barriers related to distance and time.
2. Provide the entire MAEd program of study to students throughout North Carolina, utilizing various distance learning formats, so that students can complete the program in 5-6 semesters.
3. Provide all student services in an adult-friendly manner.
4. Ensure that students understand the history, mission, philosophy of the community college as well as adult learning theory.
5. Ensure that students understand the political, economic, and social roles of the community college.

**Program Objectives:**

Students who complete the program will:

1. Understand the mission of the community college.
2. Understand the nature and needs of the adult learner.
3. Understand the unique comprehensive curriculum associated with the community college.
4. Understand the basic principles of instructional design and leadership.
5. Understand the organizational structure of the community college.
6. Understand educational research and program evaluation, and the role of research and evaluation in making educational decisions.

7. Complete an intensive one-on-one internship with a community college professional, research areas of interest, and share areas of interest with other program students.

The faculty in the community college program area use a collaborative model when modifying these goals. Program changes are mutually agreed upon by the members of the community college faculty.

The strategic plan, developed from Program Challenges (above) can be found in Appendix 2. Annually, Program Challenges are examined and both program goals and faculty goals are set, based on meeting the challenges faced by the program. Program goals are prepared in consultation with the ELF Department Head. Faculty Goals are finalized with the Department Head of ELF at the beginning of each academic year. Faculty Goals are used as part of the Annual Faculty Evaluation process in the department.

See Appendix 2 for required documentation.

**Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.**

The MAEd in Community College Administration is a 33 credit hour distance learning program of study. The purpose of the program is to provide graduates with the skills and knowledge to become mid-level to upper-level leaders in community colleges. The delivery method is a combination of ITV broadcast to three community college teleconferencing classrooms, internet, or hybrid (combination of ITV and internet). The delivery sites are in the central and western parts of the state at Western Piedmont Community College, Stanly Community College, Asheville-Buncombe Community Technical College, and the Cullowhee campus of WCU. The map in Appendix 3 shows the geographical distribution of the delivery sites.

Since the last program review in 2003, the curriculum has gone through a series of changes, based on the recommendation to reduce the number of K-12 course offerings and to give better focus and clarity to the curriculum. Courses deleted from the curriculum include: EDCI 603 Comparative Education, EDCDI 605 Foundations of Modern Education, EDCI 700 Philosophy of Education, EDCI Principles and Application of Educational Research Methods and Analysis, EDCI 604 Curriculum Development (a K-12 offering), EDSU 605 Principles of Supervision (left as an elective until Spring 2010, when the course will be eliminated).
Courses added to the curriculum include: EDRS 602 Methods of Research, EDHE 615 Leading the Academic Department, EDHE636 Community College Curriculum Development, EDHE 650 Program Evaluation, EDHE 620 Community College Politics and Policy Development. Additionally, the term 'two-year college' was replaced by the term 'community college' in the program of study name and course names. All of the above changes were initiated by agreement of program faculty and Educational Leadership and Foundations faculty and followed the University process for course changes, which can be found in Appendix 3.

Students in the program are typically part-time and matriculate through the curriculum in 6 semesters (taking up to 6 credit hours per semester), including summers. Admission into the program is open all year long, so students can start the program in any semester. As can be seen in the chart entitled 'Length of Degree by Major and Graduation Term' in Appendix 3, the majority of students graduate within three years of entering into the program.

Courses in the program are offered at least once a year. The typical sequence of courses can be found in Appendix 3. There are no pre-requisites or co-requisites required. We prefer that students begin with EDHE 605 The Community College (which is sometimes offered twice a year), EDRS 602 Methods of Research (offered all three semesters), EDHE531 Adult Education (offered in the Fall), as these are foundational courses upon which the other courses build. The students are advised to do this, but it is not required. Students also are strongly advised (advisory permission required) to take EDHE 683 Internship as one of the last courses. This is because the internship is intended to be the culminating experience for the student.

ITV courses or hybrid with an ITV component in the curriculum are offered in the evenings during the week (usually on Wednesday). Online courses or components use the Web Cat (WCU's implementation of Blackboard/Webct Vista) as the course management system.

Students enrolled in the program must pass a Comprehensive Examination in their last semester of classes. The Exam is a 4-hour test delivered on a Saturday in Cullowhee. There are 5 examination questions given and students must correctly answer 3 of them. The tests are graded by at least two departmental faculty. A third reader is used if the first two readers disagree on whether the student passes or doesn't pass. The outcome is pass or no-pass. An example of the Comprehensive Examination is the Appendix 3. The Comprehensive Examinations are reviewed by both faculty in the program as a summative evaluation of student learning. In 2008, the faculty decided that students were not doing well in the mechanics of writing the essay-type questions and as a result decided to take two steps to improve performance. When the study topics are sent to students who register for the exam, an
additional handout has been prepared on how to answer essay-type examination questions. Additionally, faculty decided to start giving students practice in writing essay-type examination questions as part of their coursework.

Nearly every year, doctoral graduate students conduct research projects for the community college faculty in order to assess curriculum and make changes or modifications to the curriculum. In Fall of 2008, four doctoral research students conducted an evaluation of internships in ELF programs. The evaluation focused both on the internships' processes and the students' impressions of the experience. 25% of the respondents were MAEd in CCA graduates and had taken EDHE 683 Administrative Internship class in either 2005-2006, or 2006-2007 academic years.

The researchers identified 'best practices' in educational leadership internships and prepared the survey based on these qualities. Additionally, questions were included in the survey to measure their experiences before and during the internship, and their overall evaluation of the internship experience.

Following are some of the recommendations of the study, which will have an impact on the structure of the EDHE 683 Internship course:

1. The internship needs to be at the end stage of the program of study.
   CCA action - As of Fall '08, students are advised to enroll in EDHE 683 at the end of their study. Consideration was given to require the Program Director's permission to enroll, but was not implemented, due to the complications that this imposes on student enrollment.

2. At least one site visit needs to be performed by the WCU faculty supervisor.
   CCA action - At least two mandatory visits with the WCU faculty supervisor, the Internship supervisor, and the student will be added to the Internship course. With the lack of travel funds and the distant location of students, site visits might not be possible, but telephone conference calls or ITV conferences certainly make this possible.

3. Students will always be provided a syllabus and will receive adequate information about their internship requirements.
   CCA action - The syllabus for the course will be posted for students on WebCat on the first day of class and will contain all the information on the internship requirements.

4. Students should be required to interact with the WCU faculty supervisor during the internship in order to reflect on events and address potential trouble spots.
   CCA action - Build into the syllabus the requirements for reflection, journaling, and interaction with the WCU faculty supervisor over WebCat.
These changes should be incorporated into the EDHE 683 Internship course by Fall 2009.

See Appendix 3 for further documentation of this standard.

Faculty Resources, Teaching, Scholarship, and Service

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

Consistent with Guideline e. of SACS Comprehensive Standard 3.7.1 of the Principles of Accreditation "e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline", all full-time faculty who teach in the Community College Administration program have terminal degrees in an area related to community colleges and educational administration: Educational Leadership, Community College Leadership, Curriculum and Instruction. In addition to the doctorate, community college faculty are or have been employed in a community college in an administrative positions ranging from Division Chair to President.

In 2003, when the last University Program Evaluation occurred, there was only one full-time community college faculty. At that time the Dean assured the team that a second faculty position would be filled for the 2004-2005 academic year. At that time, Mitch Williams was hired in a tenure-track position as the second community college faculty. Beginning in the fall of 2006, Ann Alexander was appointed to a tenure-track position as the third community college faculty. At that time there were three community college degrees (2 MAEd and an Ed.D) offered at WCU. Dr. Williams left WCU after the Summer '08. Since then, the MAEd in Community College Teaching program has been closed and the search for a replacement for Dr. Williams was cancelled due to budget considerations. Rather, two well-qualified adjunct faculty have been employed to teach community college classes in the program, Joseph Fox and Susan Fouts.

As of Fall '08, there are two full-time community college faculty who teach in the program, Ann Alexander and Kevin Pennington. Additionally, other Educational Leadership and Foundations faculty teach related courses in the curriculum. A comprehensive list of all ELF faculty, full or part-time, who have taught courses in the program during the '07 and '08 academic years along with their demographics, and tenure can be found in Appendix 4.

Faculty of the community college programs have taken advantage of the full-range of professional development activities offered to faculty at WCU. The activities include: use of the Coulter Faculty Center and Faculty Sandbox; participation and presentation at Scholarship of Teaching and Learning (SoTL) conferences; participation in the distance education seminar, Passages; and participation in the Summer Teaching Institute.
The Myron L. Coulter Faculty Center for Excellence in Teaching and Learning offers services to faculty and graduate teaching assistants, both on campus and at a distance. They provide support for teaching and learning, teaching with technology, and faculty research design and publication.

SoTL at Western is a university-wide commitment and collaboration among faculty, administration, staff and students in initiating and continuing systematic conversation, reflection, research and dissemination about teaching and learning that is made public and open to critique in order to establish the scholarship of teaching and learning as research that is as institutionally valued and rewarded as traditional disciplinary scholarship with the ultimate goals of improved student learning, teaching effectiveness and enjoyment, faculty development and the creation of a deeply collegial academic community of and for teaching and learning.

The Faculty Sandbox offers a relaxed and comfortable atmosphere of the Sandbox’s backyard namesake; training at all levels in instructional technologies; access to special equipment including scanners and other electronic devices; support for both on and off-campus presentations; a "wrap" model of support for combining instruction with the appropriate technology. The Qualitative Research Group, facilitated by Ann Alexander, serves WCU faculty as a forum for the presentation of scholarly work related to qualitative and mixed methods, discussions about qualitative methodology, and collaborative support for qualitative study design.

Both of the community college administration faculty have an active research agenda. Dr. Pennington’s agenda includes: The ability of small, rural community colleges to fulfill historic role, evaluating the impact of rural community colleges upon measurements of rural poverty, unique problems associated with small rural community colleges, study of general education science courses at the two-year college. Dr. Alexander’s agenda focuses on the career paths of women in educational leadership, preparing community college teachers, the community college presidency, program evaluation, and change management.

Dr. Alexander, as part of her duties as Program Director, advises all CCA students. Instructional loads vary from semester to semester. From the Fall '06 to the Fall '08 (including summers), the number of student credit hours generated per semester has fluctuated between a low of 256 (Fall '06) to a high of 349 (Spring '08). The faculty loads have varied, as well. In the Fall '07 the faculty agreed on a fixed schedule of classes for the MAEd program, which has helped even the loads between semesters and between faculty (See Student Credit Hours Generated and Faculty Schedule and Enrollment Charts in Appendix 4).
In the 2007-2008 academic year, the faculty in Department of Educational Leadership and Foundations revised the Annual Faculty Evaluation/Tenure, Promotion, and Reappointment Document (now named the Collegial Review Document) to incorporate the Boyer model of scholarship. While the ELF Collegial Review Document (CRD) contains the precise language about evidence and expectations approved by the Dean and Provost, an additional document, the Departmental Guidance, provides expanded descriptions in order to help faculty operationalize the CRD. Both documents are included in Appendix 4. The purpose of the Guidance document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Educational Leadership and Foundations. The document is guided at the highest level by The Code of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. In preparing the annual dossier for reappointment, tenure, or promotion, the faculty member should also have available the ELF CRD and the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

See Appendix 4 for additional data concerning faculty including Faculty Roster, Faculty Vitae, Summary of Faculty Evaluation Methods, Departmental AFE/TPR documents, and faculty-student enrollment charts.

**Standard 5. The program attracts, retains, and graduates high quality students.**

Over the last five years, enrollment in the Community College Administration program of study has varied between a low of 21 students and a high of 53 students. Enrollment patterns seem to be cyclic and is highest in the Fall, when most new students enter the program. As the number of ITV sites has increased, and recruitment activities have received appropriate time and attention, the enrollment has responded. The program has graduated a total of 87 graduates in the last five years. Approximately 70% of the program enrollees have been female, 90% have been white. Program enrollment, admissions and graduation charts are in Appendix 5.

There is no organized recruitment effort for the program. Students are recruited into the program by word of mouth, accessing the web page, and occasional emails sent to vice-presidents of Instruction of the 17 western community colleges by the WCU faculty. There is a great need for a recruiting plan to systematically inform community colleges of the program, so that enrollment levels can be better stabilized and course offerings managed.

Students are admitted into the program year-round. Program admission requirements include: A bachelor's degree from a regionally accredited college or university, GRE General Exam and three
letters of recommendation. GRE scores of students admitted and graduated from the program appear in the Program Admissions and Graduations Chart in Appendix 5. At this time, there is no GRE minimum score for admission into the program. Students can take up to 6 credit hours before the GRE score is required. However, students with GRE scores of less than 850 will be admitted conditionally and be required to attain a B average in their first 12 credit hours of graduate work.

As shown in the Program Admissions and Program Graduation Charts in Appendix 5, almost all of the semesters' admissions GRE averages ranged between 850 and 1000. Graduates of the program had GRE scores averaged between 835 and 966. Before Fall '08, because of information systems shortcomings, students could be admitted conditionally and then never take the GRE (and be fully admitted) until the end of their program. There was no way to track whether students had taken the GRE once they were permitted to enroll in classes. As a consequence, many students just went through the GRE as a formality and did not make good scores. After Fall '08, with the advent of a new information system, students can only take up to 6 credit hours before they have to be fully admitted into the program to continue matriculation. And the GRE test score is a requirement to be fully admitted. As the faculty develop the new strategic Enrollment Management plan, one of the issues to be resolved is whether we will begin to enforce GRE cut-off scores as a condition of admission.

Due to the massive number of retirements and the aging workforce in the NC Community College System expected over the next decade, the future viability of this program is certain. In a recent strategic planning session, impending retirements of large groups of staff and leaders was named as both a weakness and a threat to the System. The CCA program has served western NC for several years and needs to expand access to the program in order to serve this documented need. Greater access to this program will increase the number of students who will benefit from the degree. It is difficult to predict the level of growth of the program if access were opened up to the state. At this point in time, there are no other Community College Administration master's degrees in the state in an online form. One other program in the ELF department (the Master's in School Administration) has experienced tremendous growth (from 25 to over 250 students) in the past 5 years by moving to online delivery. Using that program as a sample of the kind of growth that could be experienced with increased access to the CCA, the 'opening up' of the program could cause a severe faculty shortage, unless the number of admissions are controlled. This dilemma will have to be resolved before a marketing plan can be implemented.

All students who enter the program are given a program of study document, along with a preliminary schedule of when courses will be offered. Each semester all the advisees receive schedule
information and an email from the advisor, Ann Alexander. Individual advising occurs through email and over the telephone, as most students live a distance from the WCU campus in Cullowhee. When the student is nearing the end of their coursework, additional emails are sent informing them of the comprehensive examination. The advisor conducts the degree audit and prepares the backup for the application for graduation.

The CCA program is enriched by several activities which engage the student in the life of the community college. In several courses, students interview various individuals at community colleges, conduct and analyze a small cultural environment survey, conduct a full program evaluation, shadow administrators, and write and present research papers on various subjects of interest or significance. The program of study contains an internship, which is designated as a capstone course in the program. In the internship course, students work with an internship supervisor at their college on a project of interest and worth to the community college. The faculty teaching the course visit with the student and their supervisor at least twice during the semester. The student submits an internship report at the end of the project.

Graduates of the master's degree program are in positions of leadership in academics, student services, and administration in community colleges in the western region of North Carolina. The rural community colleges of the region, especially, have benefitted from graduate student participation in the program. At least ten of the program graduates have entered the Ed.D. in Educational Leadership with a concentration in community college/higher education program at WCU. By 'raising the bar', expecting and supporting excellence, the MAEd in Community College Administration program will continue to attract a diverse, committed student body who will make a difference in their community colleges. For additional documentation, see Appendix 5.

**Administrative Structure and Operational Resources**

*Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.*

The MAEd in Community College Administration practices a collaborative and consensus-based model of decision making. The two full-time faculty members make most decisions jointly. CCA is one of thirteen programs in the Educational Leadership and Foundations department. All of the programs in the department are graduate programs. ELF houses the only doctoral program in the University. The Program Director for CCA regularly updates the ELF department chair on key decisions and future issues.

The Graduate School holds meetings during the fall and spring semesters to update program directors on changes in structure and processes of the Graduate School and provide a forum for
expression of issues of concern. The Graduate School recently implemented an online admissions process for graduate students (Apply Yourself) and provided training sessions, both online and face to face, on the new system. A graduate program director's guide was distributed in October 2007. This guide provides a job description and specific duties, preferred qualifications and term of service, relationships to the department head, and evaluation parameters, which are incorporated in the program director's Annual Faculty Evaluation (AFE). No other formal program director orientation or training has been offered during the tenure of the current program director.

Both full-time CCA faculty participate in the assessment of program structure and activities, curriculum development and review. Ann Alexander served on the ELF AFE/TPR document revision committee.

Student involvement and alumni involvement in improvements and decision-making of the CCA program take several forms. On-going input and anecdotal feedback from graduate students is readily available. CCA students share their opinions and suggestions freely. An atmosphere of collegial learning and trust contributes positively to this fee exchange of ideas and suggestions. End of course student evaluations, through the Student Assessment of Instruction process, provide another mechanism for formal input on course organization, activities and application to their future/present work setting or goals. Using doctoral research students for the survey design, in the Fall of '09, a CCA Graduate Student Survey has been planned to begin during the spring of 2010 to gather data from program graduates that will help with curriculum issues and help document program effectiveness.

According to University administrator evaluation procedures, faculty provide confidential evaluation input for both the department head of Educational Leadership and Foundations, the dean of the College of Education and Allied Professions, the dean of the Graduate School, and the Provost. For related items, see Appendix 6

**Standard 7. The program has adequate resources to meet its goals and objectives.**

The Community College Administration program funds come directly from the funds allocated to the Educational Leadership and Foundations department. The Graduate School offers $1000 grants for program recruitment activities. The Community College programs received one of the grants in 2008-2009, but did not expend the funds before they were recalled in the budget reversion. In the ELF Department all un-tenured faculty receive $900 in travel funds; tenured faculty receive $800 for travel.

The CCA courses that have a face to face (ITV) component meet in the ITV classroom in the Camp Building, and broadcast to ITV classrooms at Asheville Buncombe Technical Community College,
Stanly Community College, and Western Piedmont Community College. Classroom times are scheduled well in advance of the semester and are coordinated for all campuses by the ITV Director.

CCA program faculty have adequate office space in Reid Hall and Killian Hall. Each has appropriate telephone and computer technology for communication, course and program activities. Networked printers serve faculty and a fax machine is in the office complex in Killian. The office assistant in 250 Killian, Wilma Nations, helps with clerical needs of the program faculty. She is shared by other program faculty, and has departmental duties, as well.

The program has access to extensive academic databases which can be easily accessed through the WCU web system. The CEAP has a designated research librarian liaison. Beth McDonough is a tremendous asset to both faculty and students. She is proactive and responsible to the information needs of the community college programs.

Students are also encouraged to use the support of the WCU Writing Center. Students have online access to writing resources and tutor services on an appointment basis. In the past several semesters, faculty have required students to submit their first writing project drafts to the Writing Center for feedback. In those semesters, the writing product has improved significantly. Students with weaknesses in writing are encouraged to use the Center for help.

WebCat online course management software powered by Blackboard Vista is the major instructional technology that supports the distance-learning aspect of the CCA program. The Information Technology division supports, upgrades, and monitors the WebCat System. Recent improvements over the last several years include server upgrades, 7 by 24 Help Desk support, online tutorials, and live online chat support. This greatly benefits the program's part time students who do their coursework at nights and on weekends, mostly. Additional Documentation is in Appendix 7.

**Summary Statement**

The MAEd in Community College Administration is uniquely positioned to support and enhance the mission of the University, Graduate School, College of Education and Allied Professions and Department of Educational Leadership and foundations. The demand for qualified staff and leaders in the field of community college administration is high. The graduates and future students are improving the lives of the citizens of western North Carolina who attend community colleges, and enhancing the economic and community development of the region. The CCA program is committed to a plan of effectiveness and expanded access, which addresses the needs of its target student populations in the region and beyond, and supports a primary focus on high value and facilitation of rigorous graduate
education strategies and quality interaction with students. And finally, the faculty of the CCA program are committed to using data driven collaborative decision-making to continue to innovate and improve the graduate education for community college leaders.