

**Syllabus EDACE 863 Creating a Culture of Evidence and Inquiry:
From Enrollment to Outcomes
Kansas State University
College of Education
John E. Roueche Center for Community College Leadership
Spring 2023
All times are central**

Instructor

Trudy Bers, Ph.D.

Contact Information

I am interested in interacting with you throughout this course and supporting your success as a graduate student seeking the highest level of academic qualification in the nation, an earned doctoral degree. Generally, it is easiest to reach me via e-mail. Please note, however, that no course assignments will be accepted by email. All assignments must be submitted via Canvas; *please also notify me by email when you submit an assignment*. Also please encourage yourself to email me with questions and comments about anything pertaining to this course at: tbers1010@gmail.com or Tbers@ksu.edu. I will attempt to return your mail within 24 hours and most often before the end of the day unless I am beyond the reach of technology. If you need to talk directly with me, please e-mail several days and times you can be available as well as the telephone number you prefer. My number is 708-494-6083, and I'm in central time zone (think Chicago). I'll make every effort to call you at the time that you specify (although we may have to negotiate this a bit to fit calendars). Virtual visits also are possible using Zoom (preferred) or other online video services by prior arrangement.

If you have technical questions, it is best to call KSU's IT services at 785-532-7722.

Office Hours (also known as Student Hours)

By appointment. Please contact me by email. There are also scheduled interactive Zoom learning sessions. After each class, students or groups of students can remain on the line to ask questions about course contents, assignments and learning objectives.

Course Description EDACE 863

This course is designed to prepare senior administrators and aspiring leaders to develop and foster cultures of evidence and inquiry from enrollment to outcomes. Participants will consider how to develop and use robust common measures to benchmark and improve institutional performance. Because community colleges are increasingly pressured to demonstrate their performance to external audiences, the tool kit of the successful administrator must include the ability to critically assess, analyze and evaluate robust common measures, benchmarks and research at the institutional (micro) and macro (state and national policy) levels. Administrators must also be able to foster and sustain a culture of evidence within their institutions and to clearly communicate and discuss data and information to understand and improve student success from enrollment to outcomes.

This course is a companion to EDAC 864, a 1-credit field study course taken in conjunction with EDACE 863. EDACE 863 is 2 credit hours.

Course Learning Objectives/Competencies

At conclusion of EDACE 863

1. Produce clear, analytical writing and data displays to effectively communicate data and information about student access and outcomes, including the effectiveness of programs and services intended to support their success.
2. Identify the sources and ways to access and communicate both qualitative and quantitative data to evaluate students' college experiences and programs/services intended to support their success, including the limitations of using data from student information systems for this purpose.
3. Identify and evaluate key metrics frequently used for assessing institutional performance generally and student success more specifically.
4. Write measurable student learning outcomes and institutional strategic goals and objectives, and describe their roles in a college's curriculum and institutional effectiveness.
5. Identify and evaluate key metrics frequently used for assessing institutional performance generally and student success more specifically.
6. Identify components of a high quality strategic plan and critique a community college strategic plan.
7. Apply logic models and principles of program review to the design, implementation, evaluation and improvement of programs and services.
8. Assess the effectiveness of non-academic units.
9. Identify principles and data requirements of regional accreditation specific to institutional effectiveness and quality improvement for a given institution.
10. Plan and implement a data summit focused on a college's strategic plan or student success as a tool for strengthening an institution's culture of evidence.

Required Textbook

Phillips, B.C., and Horowitz, J.E. (2017). *Creating a Data-Informed Culture in Community Colleges*. Harvard University Press.

Required Online and Other Resources

I have made every effort to include both an accurate URL for downloading resources in the reference list and actual copies, usually PDFs, of resources in the Canvas classroom. Note that the links provided in this syllabus can and do change, sometimes even during the timeframe in which the course is offered. When this is noted, learners will want to research different routes to finding those missing resources and, in turn, suggest alternate resources when the sought resource isn't available. Please note all broken links in an email to your instructor. I will share that with the entire class. Please also feel encouraged to suggest other high quality sources for the benefit of your learning colleagues to your instructor.

Achieving the Dream. (n.d.) <i>Data Discovery Guide</i> . https://d2pjrbs8oo6puz.cloudfront.net/73e2dd1c-55f7-48ae-a70f-8c57d455fde7/embedControls.html#f91X9gs_9G4O
Arthur, S. (n.d.). 297 Flabby Words and Phrases That Rob Your Writing of All Its Power https://smartblogger.com/weak-writing/
Bashford, J., and Bers, T. Data Displays. All materials in folder that is posted in Canvas classroom.
Bers, T., and Phillips, B. (2015). <i>Data Summits</i> . [PowerPoint slides].
Bers, T., and Lyddon, J. (2013). <i>Presenting Data & Information</i> . [PowerPoint slides].

Broward County College. (2017). <i>Strategic Plan 2017-2022</i> . https://www.broward.edu/about/leadership/strategic-plan.html
Center for Community College Student Engagement. (2017). <i>Focus Group Guide</i> . https://www.ccsse.org/focusgrouptoolkit/
Center for Governmental Studies, Northern Illinois University. (2021). Illinois Community Colleges' Economic Impacts and Student Employment Outcomes. https://commons.lib.niu.edu/handle/10843/24309
Chaplot, P., Booth, K., & Johnstone, R. (n.d.). <i>Building A Culture of Inquiry: Using a Cycle of Exploring Research and Data to Improve Student Success</i> . https://www.completionbydesign.org/s/article/Building-a-Culture-of-Inquiry-Using-a-Cycle-of-Exploring-Research-and-Data-to-Improve-Student-Success
Conerly, B. Three Pitfalls to Avoid in Strategic Planning. (15 August 2013). 11, 2020 from http://www.forbes.com/sites/billconerly/2013/08/15/3-strategic-planning-pitfalls/
Dorimé-Williams, M., Carlson, E., & Shults, C. (2017, July). <i>Developing systematic assessment practices for administrative, educational, and student support (AES) units</i> . Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/?s=Dorim%C3%A9-Williams
Dowd, A. C. (2005). Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance. Location: Lumina Foundation for Education Research https://www.luminafoundation.org/files/publications/datadontdrive2005.pdf
Example Community College logic model template
Example Community College student data by metric (Excel workbook)
Example Community College student data by year (Excel workbook)
Fogarty, M. (2020). Top 10 Writing and Grammar Mistakes That Even Published Authors Make. https://www.quickanddirtytips.com/education/grammar/top-10-writing-and-grammar-mistakes-that-even-published-authors-make
González, Kenneth P. (2009) Using Data to Increase Student Success: A Focus on Diagnosis. https://www.google.com/search?q=Using+Data+to+Increase+Student+Success%3A+A+Focus+on+Diagnosis&oq=Using+Data+to+Increase+Student+Success%3A+A+Focus+on+Diagnosis&aqs=chrome..69i57j30377j0j7&sourceid=chrome&ie=UTF-8
Harrington, M., Carr, R., & Levine, M. (2013). <i>Extreme Makeover: PowerPoint Edition Season 2</i> . Presented at Association for Institutional Research Forum.
Hinton, K. E. (2012). A Practical Guide to Strategic Planning in Higher Education. Society for College and University Planning. https://www.scup.org/resource/a-practical-guide-to-strategic-planning-in-higher-education/
IHEP. (2021, March). Developing a Data-informed Campus Culture. Downloaded from https://www.ihep.org/publication/developing-a-data-informed-campus-culture/

Iowa State University Center for Teaching and Learning. (n.d.). A Model of Learning Objectives. https://www.learningoutcomesassessment.org/?s=Krathwohl
IPEDS website https://nces.ed.gov/ipeds/
McCawley, P. F. (n.d.). <i>The logic model for program planning and evaluation</i> . https://www.researchgate.net/publication/237568681_The_Logic_Model_for_Program_Planning_and_Evaluation
Mercer County Community College. (2021). <i>Reimagining Mercer County Community College: A New Mercer in a New World</i> . https://www.mccc.edu/
Montenegro, E., & Jankowski, N. A. (2020, January). <i>A new decade for assessment: Embedding equity into assessment praxis</i> (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
Moraine Valley Community College. (2019). <i>Strategic Plan 2019-2024</i> . https://www.morainevalley.edu/about/mission-and-history/strategic-plan/
Mugglestone, K., Roberson, A.J., and Voight, M. (2021). Postsecondary Data GPS: A Guidebook for Navigating Data to Promote Student Success https://datagps.ihep.org/
National Community College Benchmark Project website https://www.nccbp.org/
Organ, N. (2021) <i>An Incomplete Guide to Accessible Data Visualization</i> https://towardsdatascience.com/an-incomplete-guide-to-accessible-data-visualization-33f15bfcc400
Postsecondary Data Partnership website https://www.studentclearinghouse.org/colleges/pdp/
Regional accreditation standards & data required – see websites for Higher Learning Commission https://www.hlcommission.org/ Middle States Commission on Higher Education https://sacscoc.org/ New England Commission of Higher Education https://www.neche.org/ Northwest Commission on Colleges and Universities https://nwccu.org/ Southern Association of Colleges and Schools https://sacscoc.org/ Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges https://accjc.org/
Texas Association of Community Colleges website https://tacc.org/
UNECE. (n.d.) <i>Part I: A Guide to Writing Stories about Numbers</i> . https://unstats.un.org/unsd/EconStatKB/KnowledgebaseArticle10350.aspx#:~:text=The%20Making%20Data%20Meaningful%20guides,to%20life%20for%20non%2Dstatisticians.
Voluntary Framework of Accountability website https://www.aacc.nche.edu/programs/voluntary-framework-accountability/
Voorhees R.A. (2015) Pre-Strategic Planning Assessment. https://www.voorheesgroup.org/tools/
Voorhees, R. A. & Lee, J. B. (2009). Basics of Longitudinal Cohort Analysis: Principles and Practices of Student Success. https://eric.ed.gov/?id=ED532373

Weiss & Bloom (2022) What Works for Community College Students <https://www.mdrc.org/publication/what-works-community-college-students#:~:text=What%20works%20to%20help%20community,impacts%20on%20students'%20academic%20progress>

Course Assignments

Prior to each session, participants will complete the readings assigned, complete assignments for the session, participate in required online discussions, and be ready to engage in synchronous and asynchronous class discussions. Class discussions will include a review of the readings assigned since the last synchronous session, including contents, methodology, findings if a research study, and key takeaways. I will ask for a volunteer to lead the discussion about a specific reading; I hope I don't have to use the "voluntold" method of identifying a discussion leader. We will develop the list of volunteers and readings at the beginning of the semester. Class sessions will also include your discussing the assignments you did, whether Discussion Posts or other, and even sharing your screen to bring your work "to life."

There will be one week (the week of April 17) when instruction will be through asynchronous "sessions." During this week I expect each student to read and, as appropriate, respond to these instructional conversations. During this week I will also schedule Zoom sessions with each team that is preparing a data summit presentation to talk with you about your progress and questions you may have.

Week-by-Week Topics, Readings and Assignments

Week	Topic	Readings	Assignments
1	<p>Culture of Evidence</p> <p>An introduction to the course syllabus and expectations will be provided. Participants will explore what a culture of evidence and inquiry entails and what it means to make data-informed decisions in community colleges.</p>	<p>Chaplot et al. <i>Building A Culture of Inquiry</i>:</p> <p>IHEP. <i>Developing a Data-informed Campus Culture</i></p> <p>Mugglestone, K., Roberson, A.J., and Voight, M. <i>Postsecondary Data GPS</i></p> <p>Phillips & Horowitz, Introduction & Chapters 1-3</p>	<p>Zoom March 9 6-9 pm Central time</p> <ul style="list-style-type: none"> • Introduction to the course, to me and to one another • Review of course syllabi for both EDACE 863 and EDACE 864 • What have you learned in prior courses about cultures of evidence and what questions do you have about cultures of evidence and other topics that may arise. • Guest speaker Brad Phillips: culture of evidence and inquiry • Discussion of readings Week 1. • What's next in Week 2 for both EDACE 863 and 864 <p>Complete and submit your Learner Profile (25 points) <i>Due March 8 by 11:59 pm</i></p> <p>Be prepared to provide your initial thoughts related to questions asked in your discussion post.</p> <p>Discussion post: Consider your own college or another community college at which you have worked. How would you describe the institution's culture of evidence and what data and statistics are regularly (however that's defined) presented and used? In addition to posting your work, respond to the postings of two of your classmates. What did you learn from them? (50 points)</p> <p><i>Initial post due March 10 and responses all due by March 12 11:59 pm.</i></p>

Week	Topic	Readings	Assignments
2	<p>Qualitative and quantitative data and statistics in a culture of evidence.</p> <p>During this week we will look at qualitative and quantitative data: what are they, how are they obtained, and what are some simple statistics to use in interpreting the data?</p>	<p>ATD <i>Data Discovery Guide</i>, Chapters 2-3</p> <p>Center for Community College Student Engagement. <i>Focus Group Guide</i></p> <p>Phillips & Horowitz, Introduction & Chapter 4</p>	<p>Zoom March 16 6-9 pm Central time</p> <ul style="list-style-type: none"> • Class discussion of discussion board posts and responses • Discussion of Weeks 1 and 2 readings • What's next in Week 3 for both EDACE 863 and 864
3	<p>Sources of data (VFA, IPEDS, PDP, NCCBP, etc.), Presenting data & information</p> <p>Data about community college students and institutions are available in a number of resources, each with its strengths and weaknesses. During this week we'll examine what data are available in any of these resources and the appropriate use of these data to understand and depict an institution's effectiveness and areas for improvement. We'll also look at how to present data and information, including what makes a clear, useful graphic depiction of data.</p>	<p>Bashford & Bers, Data Displays (all materials in folder)</p> <p>Bers & Lyddon, <i>Presenting Data & Information</i>.</p> <p>Organ, <i>An Incomplete Guide to Accessible Data Visualization</i></p>	<p>Zoom March 23 6-9 pm Central time</p> <ul style="list-style-type: none"> • Guest speakers: Kent Phillippe (AACC) & Laurie Heacock (ATD) • Your president is new to community colleges and has heard about a number of institutional, state and national resources that provide data about student progress and success at her college. She has asked you to prepare a short oral report that explains one of the resources—its strengths and weaknesses. Your instructor will assign teams of two a resource on which to report. Report will take place in class.

Week	Topic	Readings	Assignments
4	<p>Looking at students (demographics, enrollments, success metrics, student learning outcomes)</p> <p>This week we will dive into student data, examining the many metrics used to depict student enrollments, progress and success as well as ways to disaggregate data to explore equity gaps. We'll also look at the assessment of learning outcomes.</p>	<p>Example CC student success metrics by metric (Excel workbook)</p> <p>Example CC student success metrics by year (Excel workbook)</p> <p>González, <i>Using Data to Increase Student Success: A Focus on Diagnosis</i>.</p> <p>Iowa State University Center for Teaching and Learning, <i>A Model of Learning Objectives</i>.</p> <p>Montenegro & Jankowski, <i>A new decade for assessment: Embedding equity into assessment praxis</i></p> <p>Voorhees & Lee, <i>Basics of Longitudinal Cohort Analysis</i></p>	<p>Zoom residency March 31-April 1 – see EDACE 864 syllabus for residency contents</p>

Week	Topic	Readings	Assignments
5	<p>Looking at programs (logic models, program reviews, course information)</p> <p>This week we'll focus on evaluating academic, student support and administrative programs and services using data, not anecdotes, through the use of logic models, program reviews and institutional course and other data.</p>	<p>ATD <i>Data Discovery Guide</i>, Chapter 4</p> <p>Dorimé-Williams et al., <i>Developing systematic assessment practices</i></p> <p>Dowd, Data don't drive</p> <p>Example Community College Logic Model Template</p> <p>McCawley, <i>The logic model for program planning and evaluation</i></p> <p>Phillips & Horowitz, Chapters 5-6, 8</p> <p>Weiss & Bloom <i>What Works for Community College Students</i></p>	<p>Zoom April 6 6-9 pm Central time</p> <ul style="list-style-type: none"> • Debrief on residency • Guest speaker: Carlee Drummer, President, Columbia-Greene Community College, NY • More discussion of ways to evaluate program effectiveness in academic, student support and administrative areas • Student success data <p>The vice president for student success has asked you to prepare a logic model and evaluation process for a program or service to improve student success. He knows little about how or why to evaluate a program or service so bear this in mind. Be sure to include an explanation of why you are collecting each data element. (100 points)</p> <p><i>Due April 10 by 11:59 pm (note, extra day given because of Easter on April 9)</i></p> <p>Continue to work on your Data Summit presentations.</p>

Week	Topic	Readings	Assignments
6	<p>Looking at the institution (strategic planning). Developing, implementing and evaluating attainment of goals through strategic plans are now expected by accreditation and other organizations. This week we will examine the elements of an effective plan and critique plans from a number of colleges across the country.</p>	<p>Bers & Phillips, Data Summits</p> <p>Conerly, Three Pitfalls to Avoid in Strategic Planning</p> <p>Hinton, A Practical Guide to Strategic Planning in Higher Education</p> <p>Phillips & Horowitz, Chapter 7</p> <p>Voorhees, Pre-Strategic Planning Assessment</p>	<p>Zoom April 13 6-9 pm Central time</p> <ul style="list-style-type: none"> • Class discussion of logic models and other ways to evaluate programs • Class discussion of weeks 5 and 6 readings • Guest speakers: Gena Glickman, retired community college president and CHEA, and Cynthia Jackson-Hammond, CHEA president • Critique of strategic plan • Data Summits – preparing for final project • What’s next in Week 7 for both EDACE 863 and 864 <p>Be prepared to critique one of the strategic plans provided in the Canvas Resources, using the rubric in Hinton’s article. We will have an in-class discussion critiquing the plans.</p> <p>Continue to work on your Data Summit presentations.</p>

Week	Topic	Readings	Assignments
7	<p>Looking at the environment (accreditation, Opportunity Atlas, economic impact studies).</p> <p>Community colleges operate within their local, regional and even national environments. This week we will look at various ways in which colleges are accountable to and understand their external environments, including meeting accreditation standards, contributing to the local economy, and assessing the value of partnerships.</p>	<p>Illinois Community Colleges Economic Impact report</p> <p>Regional accreditation association standards</p>	<p>Work this week is primarily asynchronous.</p> <p>I will schedule Zoom sessions with each team preparing a data summit presentation.</p> <p>Continue to work on your Data Summit presentations.</p> <p>We will use discussion posts to talk about accreditation standards, economic impact reports, preparing for data summit presentations, and other topics that may arise.</p> <p>Discussion post: Look at accreditation standards and data required for reaffirmation from The Southern Association of Colleges and Schools (SACS) and one other regional accrediting commission. Which accreditation standards are pertinent to a culture of evidence and institutional effectiveness and how would an institution demonstrate it is in compliance.?</p> <p>In addition to posting your work, respond to the postings of two of your classmates; what did you learn from them? (50 points)</p> <p><i>Initial post due April 21 and response due by April 23 at 11:59 pm</i></p>

Week	Topic	Readings	Assignments
8	Putting it all together – data summit During our final week we will return to the topic of a culture of evidence and how an institution can foster a culture of evidence and inquiry. We'll explore how to do this, with a special focus on using a data summit about either student success or the college's strategic plan.	Phillips & Horowitz, Introduction & Chapter 9 & Conclusion	Zoom April 27 6-9 pm Central time <ul style="list-style-type: none"> • Class discussion of weeks 7 and 8 readings • Data Summit presentations • Reflections on EDACE 863 and 864 <p>In groups, prepare and present an agenda and materials for a data summit about either student success or a college's strategic plan, using information and data from one of your schools. The instructor will assign groups and schools. As part of your work, be prepared to explain why you chose the materials you used and other considerations that informed the summit. (200 points)</p> <p>Also complete and submit the Group Project Peer Evaluation rubric.</p> <p><i>Data Summit materials and group project peer evaluation rubric to be posted to classroom by April 30 at 11:59 pm</i></p>
April 30	Course ends		

Grading and Related Information

Grading

Assignment	Points
Learner profile	25
Discussion post – culture of evidence & institution's use of data	50
Logic model – program/service evaluation	100
Discussion post – accreditation	50
Group presentation: Data Summit	200
Total points	425

Grades:

Points	Grade
383-425	A
340-382	B
297-339	C
296 or less	F

Grade designations for which grade points are not earned include:

F - Failure. The subject may not be repeated.

I - Incomplete. The participant did not complete all requirements of the course at the time of grading.

W - Withdrawal. The participant voluntarily withdrew from the course or was dropped from the course before completing 60 percent of the academic term. This grade has no bearing on the grade point average but may affect eligibility for financial aid.

Late Assignments

I make every effort to begin grading assignments no later than the day after they are due. I ask that you submit your work on time; if you find this is not possible and it's likely I will have begun grading before you submit your assignment, please contact me.

Make Up Work

When extreme circumstances dictate that the student will be unable to participate in scheduled class sessions, students are required to contact the instructor prior to class time for permission to be gone. Extreme circumstance is defined as the student's medical condition or the medical condition of an immediate family member. If approved, the student will need to submit written work demonstrating mastery of all competencies presented during the sessions missed.

Required Protocol for Submitting Assignments

Effectively managing and grading assignments requires students to clearly identify the contents of those assignments in the file name. The file naming convention used to submit assignments is:

LastnameAssignment#Date.docx For example, if I were to submit a document for assignment 4c here's how it would look: **Bers4c11March23.docx**. Using this convention will allow me to know who is submitting which assignment and when it was submitted. Submissions that do not use this naming convention will be returned ungraded.

The Classroom Experience and Expectations for Students

Attendance Policy

The rigor of doctoral studies includes substantive preparation and active participation in all face-to-face sessions, assigned site visits, team projects, and other course assignments. Absence from course sessions places a student at a considerable disadvantage in the learning and interaction with cohort members and faculty who are a significant part of the program. Absence from course sessions may result in grade adjustments for missed classes or administrative withdrawal. Each faculty member's requirements for make-up work are stated in the course syllabus.

Course Absences

It is desirable that students attend each class session. However, work and family commitments may require your presence at the time of a class meeting. With this condensed course, it is imperative that students make arrangements to attend as much of each session as possible. If it is necessary for you to miss a session (or a portion of a session) in order to keep students up to pace, alternative and meaningful learning experiences may be designed. If a student is unable to attend class, please let the instructor know in advance and arrange with another student to collect any handouts that were distributed at that session.

Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity

System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*" A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at accesscenter@k-state.edu, 785-532-6441; for the K-State Polytechnic campus in Salina, contact the Academic and Student Services at polytechnicadvising@k-state.edu, 785- 826-2674.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Graduate Writing Expectations

This course assumes graduate level competency in written expression. Employers in all industries across the nation continue to say that high quality communication is a desired but too-often absent skill. In this course you will prepare written assignments and discussion posts. The primary audience for all of your writing is your colleagues at the community college who may or may not know much about your topic or the ways to interpret and present quantitative and qualitative data and information.

I encourage you to spend time sharpening your message in each written assignment. You will find several writing resources in the Class Resources; they are valuable not only for this course, but also as you continue in your graduate studies and careers. You will also find help through the Purdue Online Writing Lab, an open source repository including the American Psychological Association's (APA) guidelines for academic writing as used by this course and in your dissertation journey: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Modifications

This syllabus is a guide, and every attempt will be made to provide an accurate overview of the course. However, circumstances and events may make it necessary for me to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made only with advance notice.

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inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*" A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

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Ed.D. in Community College Leadership

Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the 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.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 *standards* in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.

3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Student Learning Outcomes – Ed.D. in Community College Leadership

- SLO1: Demonstrate knowledge of the history of the community college and the community college mission, vision, values and culture. (AACCC – Organizational Culture)*
- SLO2: Demonstrate knowledge and application of the community college governance framework. (AACCC– Governance, Institutional Policy, and Legislation)*
- SLO3: Demonstrate knowledge and application of theories and practice related to community college student success, access, retention, and completion. (AACCC – Student Success)*
- SLO4: Demonstrate effective personal traits (including interpersonal relationships, personal philosophy, motivating others, and nurturing diversity) of an effective leader of a community college. (AACCC– Institutional Leadership, Collaboration, Personal Traits and Abilities)*
- SLO5: Demonstrate knowledge and application of organizational, legal, and fiscal theories; operationalizing policies, principles, and strategies; including issues with strategic planning, management skills, accreditation, and partnerships in a community college setting. (AACCC – Institutional Infrastructure)*
- SLO6: Demonstrate knowledge of how to use and analyze data to assess holistic community college performance. (AACCC– Information and Analytics)*
- SLO7: Demonstrate knowledge and application of marketing, media, communication principles and practices. (AACCC– Advocacy and Mobilizing)*
- SLO8: Demonstrate knowledge and application of fundraising strategies and external agency relationships (i.e. alumni, media, legislature, workforce partnerships). (AACCC – Fundraising and Relationship Cultivation)*
- SLO9: Demonstrate the ability to critically evaluate, synthesize, and communicate information pertinent to community colleges. (AACCC – Communication)*
- SLO10: Demonstrate proficiency in conducting research appropriate for the Ed.D. dissertation, evaluation and application of research methods, and critical analysis of literature relevant to community colleges.*
- SLO11: Demonstrate ethical and professional attitudes, behaviors, and culture in oral and written work and in all forms of communication. (AACCC – Collaboration)*