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Abstract

I have selected Metropolitan Community College (MCC) for Session Long Project (SLP) Program Management Change Plan.” MCC was founded in 1971 when the Nebraska Legislature created eight technical community college areas to serve six counties across the state. The management change of plans will intensively look at the mission, goals, expectations and most importantly, the application of its performance to ensure that MCC has a sustainable vision to provide supportable learning opportunities for students. This project research will also examine how the MCC performs and how its leadership works together for better results for the college. This argumentative proposal provides an opportunity to examine how the MCC performs and how its leadership works together for better results for the college. This project will look at how to improve MCC educational opportunities for learners through collaborative efforts among stakeholders: students, families, school teachers and community agencies. Everybody taking part in the management change of plan should be accountable and willing to participate in this research study. There are five different modules that will discuss management change plan. Each module will be subdivided into parts that explain the process of management change of plans in education.

1st Module: an overview of the MCC Program

MCC is a two year college that serves the Omaha metropolitan area. The reason for doing a program change plan is to ensure that Metropolitan Community College achieves its goals, meets expectations and provides students of all backgrounds an equal access to educational opportunities. The article states, “High faculty trust in colleagues supports open and frequent interactions around instructional issues and student performance (Adams, & Jean-Marie, 2011).” It is also important to evaluate the MCC management change of plan to determine areas that need improvements. It is imperative to assess MCC’s competency and recommend any necessary changes to ensure that MCC attains its goal.

This program change plan will give alternative approaches that will enable MCC to meet its business goals. The article states, “Schools are built on relationships; leadership is a relational activity and the decisions made by a principal can have a significant impact on the learning outcomes for children (Cheng, & Ko, 2012). The outcome of the program change plan will help MCC realizes its performance objectives, including service demonstration and service delivery to the community.

Below are ways that this program change plan can be an effective:

1. Provide feedback about how the program is achieving goals;
2. Identify potential problems early and propose possible solutions;
3. Monitor the effectiveness of the program;
4. Analyze the efficiency of goal implementation and suggest improvement; and
5. Provide guidelines for future program planning.

Most importantly, the MCC program change of plan will also assess administrative effective communication because communicating well with others and setting goals are an

important part of the administrative success in the workplace. The article states, “Good leadership is about energizing others to do better things and make better decisions “(Carlyon, & Fisher, 2012).” It is an opportunity where you begin to know about the organization’s mission and develop the ability to do your job in a safe working environment.

2nd Module: Identify Stakeholders, Describe their Roles and Identify any Foreseeable Social, Political, Cultural Considerations for the MCC Program Change

This Module will discuss five parts: Part one: will identify stakeholders in the program, and their roles; Part two: will describe any foreseeable social, political, and cultural considerations relevant to MCC program change of plan; Part three: will discuss any foreseeable barriers to acquiring funding/resources to assess the program change and other potential obstacles to conducting the management change of plan; and Part four: will present a specific time line for MCC program change of plan activities. The application is to explore and explain the process for completing MCC program change plan. These four parts will briefly explain each process step by step.

Part one: Identify Stakeholders in the Program, and their Roles

Stakeholders are a group of people who may have common interest in the project being studied. When developing a strategic program change of plan the stakeholders must be participants in gathering and assessing the information to create an effective change. The article states, “The formulations of curriculum are put in perspectives of the ideology of the political development of schools, the decision-making of the curriculum, the empowerment of school owners and principals to implement the curriculum, and the interpretations of the document from different stakeholders (Germeten, 2011).” It is essential to consider the opinion of the

stakeholders to effectively judge the areas that may influence the success of change. Below are the identified potential stakeholders and their roles to influence the evaluation development:

1. School administrators – The school administrators will help in developing, coaching and mentoring the MCC program change plan. The administrator will help identify the areas that need improvement in the program and how to address them to empower parents and the neighboring communities to advocate for better education.
2. Teachers – School teachers will help in the change plan by sharing the needs to improve the effectiveness of school curriculum and upgrading school programs. Teachers will also help in the process by describing how to increase value of the teaching in classrooms.
3. Students – Students will be involved in determining the change plan criteria that can be used to judge teaching performance.
4. Grant makers and funders – these individuals will most likely be making decision concerning the MCC program change plan. They would also decide whether to continue funding our program change of plan. They may also decide to impose requirements necessary to receive future funding.

These participants are the groups identified as interested in the MCC program change of plan. Stakeholders are most effective at the beginning of the project by determining the technique for collecting information for the assessment. It is vital to involve as many stakeholders as possible for an initial program change discussion.

Part Two: Present a Specific time line for the Program Change Plan Activities

Once the program change of plan goals, mission, performance and expectations are investigated and complete review, then a specific timeline would be issued without delay. The

article states, “To implement all these change the principals indicated that more time was required for this work: time to cooperate; time to plan; time to communicate with the parents and time to develop each individual curriculum (Ewest, & Kliegl, 2012).” After completing the program change plan, it is considerably crucial to be developing a timeline for each program being studied to ensure a clear picture of when the results should be ready. Below is the timeline to evaluate the MCC programs change of plan:

1. School administrators: 08/02/2012;
2. Teachers: 08/16/2012;
3. Students: 08/31/2012;
4. Grant makers and funders: 09/15/2012;

The program change of plan assessment would be completed on 09/30/2012 and the results will be released to the MCC on 10/15/2012. The final report for the program change plan will be released to the MCC to share areas that need improvement and achieve better business goals.

Part Three: Describe any Foreseeable Social, Political, and Cultural

Considerations relevant to evaluating your Program

There are many communities in Nebraska, each with different social, political and cultural considerations relevant to evaluating the MCC program. MCC, only a two year college, serves a broad spectrum of people groups across the Omaha Metro area these communities in the Omaha area. These groups include the Asian community, South Sudanese, Hispanic community, Somalia community, Burundi community, Indian community, African-American community, Caucasians community and many others, each with their own educational needs.

This college provides educational opportunities to students, employed staff and teachers that come from different nationalities. These communities have communication as well as

cultural variances that would present unique challenges and even barriers all through the process of conducting methodological program change of plan. Below are criteria to consider when evaluating a program that serves a community with different social, political, and cultural backgrounds:

1. Social: When doing a program change of plan in a community school with different ethnic backgrounds, it is important to become aware about the language barriers, attitudes, values and many more. Attitudes effects how people react to a situation. Values are something developed from childhood that helps support and guide peoples' lives e.g. achievement desire, and determination. The program evaluators will make sure that they understand the attitude of all specific groups of people at MCC. Traditions are rituals and practices handed down from past participants of a given custom. These factors are important to consider when collecting information to complete an evaluation from a community with different ethnic backgrounds.
2. Political: Is the aspect of how people in a community practice regulations that enable them to rule themselves. The political leaders from the community will help through the evaluation process by determining the principles that guide the community surrounding the MCC. The governing body within MCC that sets polices and defines guidelines consists of the executive board of directors, the board of governors and the council elected by the students body to represent them.
3. Cultural considerations: Within an evaluation it is important to be aware about the vernacular that would significantly impact the cultural sensitivity of the participants. It is considerate to develop skilled questions that include each of the

diverse community served without cultural to ask about the practice of cultural groups. Also, it is appropriate to implement cultural differences because it allows the evaluation to involve and engage interests of different the groups participating in the project.

All of these factors stated above are essential and especially challenging with people from difference cultures. Different social, political, and cultural considerations in a program regulate the implementation of evaluation. These cultural differences provide people with ways of thinking, seeing, hearing and interpretation that affects the accuracy of the data collected of the evaluation.

3rd Module: Type of Program Change Selected, Formulate a list of four Phrased Program Change Plan Questions and why each Question is Reasonable, Appropriate, and Answerable

This Module will discuss the process of formulating four phrased program change plan questions for my project. I will explain the function, why these questions are reasonable, appropriate and answerable to achieve a rational program change plan. This project plan will use Tactical plan to conduct my MCC program change of plan. The outcome of tactical plan identifies changes that MCC needs in order to achieve sustainable goals and objectives of the program. The goal is to improve MCC's quality of learning. This type of plan will be used to assess the effect of the MCC program change plan. The procedure of the tactical plan will identify the results of collecting data and analyzing data.

Tactical plan will best fit the MCC program change of plan because it activate a strategy and make it works. It will help answer questions about the quality of education being offered and

how MCC is meeting its goals. The questions asked in the tactical plan are directly related to the goals and objectives of the program.

Below are five changes of plan questions that I have developed to help guide me through to attain sustainable outcome objectives:

1. What are the communities being served by the MCC?
2. What processes does MCC anticipate to accomplish to meet the needs of these communities?
3. What areas do the communities need to participate in, in order to help MCC attain the goals and objectives of its operation?
4. What are the long-term expected outcomes necessary for these communities to improve MCC function?

Part One: What are the communities being served by the MCC?

This question is asked to help identify the number and types of communities being served by the MCC. This question would help in the program change plan process by determining how MCC would delivery services to its surrounding communities. It would also help MCC identify and serve the need of each community. I believe that MCC would offer the best quality education to these communities by knowing the areas of needs from each community. It would also be helpful to know the ethical differences among these communities.

Part Two: What processes does MCC anticipate to accomplish to meet the needs of these communities?

It is critically important to identify the process of meeting the needs of these communities. MCC serves students who come from different type of backgrounds and I believe that these communities have distinctive communication barriers. It would be helpful to recognize

their communication differences in order to offer the best quality education needs. This evaluation would explore the differences of these communities.

Part three: What areas do the communities need to participate in, in order to help MCC attain the goals and objectives of its operation?

It is significantly important to be familiar with how these communities would help MCC anticipate its goals and objectives. This question is reasonable and appropriate for a program change plan because it will help MCC understand areas needed for participants. The article states, “The culture of the school has a role in this process and can have a powerful influence over the quality of teaching in class (Pescarmona, 2011).” It will also help the MCC determine the areas of interest to engage these communities in their educational activities.

Part Four: What are the long-term expected outcomes necessary for these communities to improve MCC function?

The purpose of developing this program change plan question is to guide evaluators in order to achieve a strategic MCC outcome improvement. This type of question is appropriate to ask because it gives clear directions to make critical decisions about how effective a program evaluation is. Formulating such questions helps answer questions about whether or not the ongoing program is functioning as intended. Well framed program change plan questions address the process of collecting data to determine the process of achieving the objective of the evaluation plan.

4th Module: Assessment Design & Methodology

This 4th module will describe a specific data collection method that I would use to assess MCC program change plan. It will also discuss any disadvantages encountered during the process of obtaining strategies for data collection plan. It will provide a list of sample survey to analyze

the data collection for the evaluation plan. The purpose of this review is to discuss step by step the processes necessary to follow in order to collect qualitative data and to make sure that participants agreed to participate in the evaluation.

Previously on module 3, I had identified stakeholders who are interested in participating in the MCC program change plan. Our potential stakeholders identified are school administrators, teachers, and students and grant makers. I believe that the task of identifying stakeholders for data collection is an important step to consider when conducting an actual MCC program change plan. It is critical to know who the stakeholders are.

This plan aims at assessing the method of data collection that assessors would use during the data collection. I will use a sample representative for MCC program change plan to obtain data collection from our stakeholders. A sample representative is a subgroup of individuals selected from the population. These sample representatives would be used to represent their groups for data collection. The data will be collected through the use of surveys, meetings, focus group discussions, and interviews on the MCC campus. The sample representatives will collect data by:

1. Gathering in people's homes
2. Sites visit
3. Informal meetings in small groups
4. Provide training sessions
5. E-mail
6. Website video presentations.

These are the ways that the information for the program change assessment would be obtained and organized to build a common understanding among the participants. I will use the

qualitative data collection process to help assessor interviews participants to make sure they obtain accurate data collection. I believe that qualitative data collection will best fit because it will help program surveyors explore different participants' perspectives. The participants' representative selection will be people who speak and write in English. They will provide an intensive understanding for data collection. The data collected from the participants will be used as evidence to evaluate the MCC program.

Module 5: Discuss How Program Management Change plan Incorporates Ethics and Accountability in the Process

This 5th module discusses how my program evaluation plan incorporates ethics and accountability in the evaluation process. It will also identify and explain any anticipated ethical issues encountered in the evaluation.

Part One: Considering Ethics during the MCC Program Change of Plan

Ethics are a set of human behaviors that guide people on how to make their choices. Ethics influence the relationship of people within the society. It protects the rights of those who are participating in the MCC program change of plan. The article states "an ethical code helps both professionals and those affected by the professionals' actions (e.g., clients and consumers) identify and understand the principles which must guide the professionals' work ((Teixeira & Jamie, 2011)." It also helps evaluators understand and address ethical challenges related to the safety of people interest.

Metropolitan Community College serves many different communities with distinctive ethical backgrounds. These communities are: South Sudanese, Asians, Hispanics, Somalia, Indians, and American community. It is important for the evaluation team to ensure that participants' rights to privacy and confidentiality are protected during the evaluation plan

process. Below are ways on how our evaluation change plan team would incorporate ethical standards during the Metropolitan Community College (MCC) program change plan:

1. The change plan would incorporate ethical standards to make sure we clearly address the needs and interest of MCC, participants and the society;
2. The evaluators would make sure they respect human dignities of all the parties involved in the MCC change plan;
3. The evaluators will complete fair assessment to ensure that they understand the ethical standards of the MCC;
4. The evaluators will respect participant time and effort to provide an explainable evaluation procedures to achieve all the information required for the evaluation;
5. And, by incorporating ethical standards the participants will understand all the steps involved and feel secure during the process of completing the evaluation.

Part Two: Considering Accountability during the MCC Program Change Plan

Accountability is the state of being responsible to do the right thing. It means being accountable and take responsibility to fulfill the mission of the society or organization. It is important that evaluators are accountable to perform the tasks properly to better achieve a successful evaluation. Participants would also be liable for the choice they make for the evaluation.

Accountability would help in the evaluation process by ensuring that participants understand and accept to participate in the MCC program change plan. Evaluators need to make sure that participant understand every step in the program change plan process. The article states “accountability is the quality of being answerable (Teixeira & Jamie, 2011).” They are accountable to provide explanations to discuss the benefits with all the parties involved during

the evaluation. I believe that accountability is the act of accepting responsibility to educate participants in the evaluation about the purpose, procedures, risks, benefits and alternatives to participant.

Conclusion: My Implication Section

Ultimately, when you initiate the goals and establishing a timeline to reach future expectations, your performance plan of change will be good. The article states, “Cooperation among teachers, instructional agency by a teaching faculty, and positive student-teacher relationships are three effective instructional conditions that can maximize teaching and learning (Adams, & Jean-Marie, 2011).” It is important to let the staff know how they are doing or meeting the objectives and exceeding expectations of the MCC. It is important to raise strategic program change plan questions that would help researchers identify the best methods for collecting data and improve their initiative during the course of an assessment plan. The implication of this study is to develop a tactical plan that would guide researchers and stakeholders through the process of a program change study.

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